

TAZEWELL COUNTY SCHOOL BOARD MEETING

Tazewell County Career and Technical Center – Student Center

March 11, 2024

Closed Session, 5:00 p.m. - Regular Session, 6:30 p.m.

AGENDA

- I. Call to Order, *Chris Moir, School Board Chair***
- II. Unscheduled Agenda Items**
- III. Approval of Agenda**
- IV. Closed Session, 5:00 p.m.**
 - A. Personnel, Section 2.2-3711 (A1)
 - B. Contracts, Section 2.2-3711 (A29)
 - C. Legal, Section 2.2-3711 (A7)
 - D. Property, Section 2.2-3711 (A3)
 - E. Students, Section 2.2-3711 (A2)
- Regular Session, 6:30 p.m.**
- V. Certification from Closed Session**
- VI. Moment of Silence**
- VII. Pledge of Allegiance**
- VIII. Consent Agenda**
 - A. Minutes of prior School Board meeting (ACTION) *February 12, 2024*
 - B. Monthly Claims – Accounts Payable (ACTION)
 - C. Personnel Recommendations from Closed Session – School Board Approval of Appointments, Long-term Substitutes, Resignations, Retirements, Transfers, and Reassignments (ACTION)
- IX. Approval of Student Disciplinary Committee Meeting Minutes**
 - A. February 12, 2024 – Moir, Mullins, Woodard (ACTION)
- X. Recognitions and Instructional Focus**
 - A. Student Update, *Ashton Rowe, Tazewell Area Student Representative*
 - B. Recognition of February being Career and Technical Education Month, *Cynthia Hurley, Director of Grants/CTE*
 - C. Recognition of Student Achievements from Graham High School, Richlands High School, Tazewell High School and Tazewell County Career and Technical Center, *School Principals*
 - D. National Middle School Education Month, *James McGee, Director of Middle School and Secondary Education*
- XI. Hearing of Citizens**
- XII. Hearing of Employees**
- XIII. Public Hearing of the 2024-2025 Budget, 7:15 p.m.**

XIV. Unfinished Business

XV. New Business

- A. End of School Year Information, *Dr. Chris Stacy, Division Superintendent* (ACTION)
 - Status of Instructional Days
 - Graduation Date
 - Last Day of School for students and teachers
- B. Certification of Virtual/Remote Learning Days, *Dr. Chris Stacy, Division Superintendent* (ACTION)
- C. Appointment of School Board Member to the Region VII Virtual Academy Board, *Dr. Chris Stacy, Division Superintendent* (ACTION)
- D. Approval of Quote for Lights at the Richlands High School Baseball Field, *Eugene Parkhurst, Manager of Buildings and Grounds* (ACTION)
- E. Approval of Quote for Fencing at the Richlands High School Baseball Field, *Eugene Parkhurst, Manager of Buildings and Grounds* (ACTION)
- F. School Activity Fund Audit Reports, *Jessica Cox, Director of Budget and Finance*
- G. Update of A. Linwood Holton Governor's School, *Donna Whittington, School Board Vice-Chair*
- H. Prom Update, *James McGee, Director of Middle and Secondary Education*
- I. Approval of Revised Gifted Education Plan, *Dr. Chad Brown, Supervisor of Truancy/Distance Learning* (ACTION)

XVI. Superintendent's Report

- A. Review of VSBA February 2024 Policy Updates, *Dr. Chris Stacy, Division Superintendent*
- B. Booster Club Guidelines for Tazewell County Public Schools, *Jessica Cox, Director of Budget and Finance*
- C. Budget Update, *Jessica Cox, Director of Budget and Finance*
- D. Superintendent's Update, *Dr. Chris Stacy, Division Superintendent*

XVII. Board Member Comments

XVIII. Adjourn/Recess

ENROLLMENT

This is a draft copy of the February 12, 2024 minutes and is subject to amendment. Minutes do not become official until approved by the School Board.

VIRGINIA: At a regular meeting of the Tazewell County School Board held at the Student Center of the Tazewell County Career and Technical Center on February 12, 2024 at 5:00 p.m.

PRESENT: Chris Moir, School Board Chair
Donna Whittington, School Board Vice-Chair
Irene Mullins, Board Member
Erik Robinson, Board Member (arrived at 5:32 p.m.)
David Woodard, Board Member (arrived at 5:02 p.m.)
Dr. Chris Stacy, Division Superintendent
Deidra Hill, Deputy Superintendent
Vicki Bailey, Clerk

Chair Moir called the meeting to order at 5:00 p.m.

Unscheduled Agenda Items

Vice-Chair Whittington made a motion to remove from the agenda item “F” under Recognitions and Instructional Focus and item “E” under New Business. Mrs. Mullins seconded the motion, and the Board approved 3-0.

Approval of Agenda

Vice-Chair Whittington made a motion to approve the agenda as amended. Mrs. Mullins seconded the motion, and the Board approved 3-0.

Closed Session

Pursuant to section 2.2-3711 of the Code of Virginia, a motion was made by Vice-Chair Whittington, seconded by Mrs. Mullins, and passed 4-0 to convene to a closed session for the purpose of discussing the following specific matters:

Personnel – Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining or resignation of employees as authorized by Section 2.2-3711 A 1 of the Code of Virginia.

Contracts – Discussion of the award of a public contract involving the expenditure of public funds as authorized by Section 2.2-3711 A 29 of the Code of Virginia.

Legal - Consultation with legal counsel and briefings by staff members or consultants or attorneys, pertaining to actual or probable litigation, or other specific legal matters requiring the provision of legal advice by counsel as authorized by § 2.2-3711 A 7 of the Code of Virginia.

Property – Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property as authorized by Section 2.2-3711 A 3 of the Code of Virginia.

Students – Discussion or consideration of admission or disciplinary matters concerning students as authorized by Section 2.2-3711 A 2 of the Code of Virginia.

Regular Session

The Board returned to open session. Chair Moir called the open session portion of the meeting to order at 6:40 p.m.

Certification from Closed Session

In accordance with the Freedom of Information Act, a roll call vote was taken in which all members affirmed that only public business matters lawfully exempted from open meetings, as identified in the motion for closed session, were heard, discussed, or considered by the Board.

Moment of Silence and Pledge of Allegiance

Chair Moir called for a moment of silence. Vice-Chair Whittington led the Pledge of Allegiance.

Consent Agenda

Vice-Chair Whittington made a motion to approve items A, B, and C of the consent agenda. Mrs. Mullins seconded the motion, and the Board unanimously approved.

Vice-Chair Whittington made a motion to approve the sick bank request from employee X for 25 days. Mrs. Mullins seconded the motion, and the Board unanimously approved.

Approval of Student Disciplinary Committee Meeting Minutes

Vice-Chair Whittington made a motion that the Tazewell County School Board approve the minutes from the January 8, 2024 Student Disciplinary Committee meeting. Mrs. Mullins seconded the motion, and the Board unanimously approved.

Recognitions and Instructional Focus

A. School Board Appreciation Month, *Dr. Chris Stacy, Division Superintendent*

Dr. Stacy stated Tazewell County Public Schools joined with school divisions across the state in saluting the service of over 800 school board members in Virginia in recognition of School Board Appreciation Month. The theme, *Building the Future of Public Education*, acknowledged that the school board is at the heart of the education system, guiding it with kindness and care. He read the Certificate of Recognition from Governor Youngkin and presented certificates of appreciation to each Tazewell County School Board member. Dr. Stacy expressed his appreciation of the Board members and thanked them for all they do for the school division.

B. Tazewell County Spelling Bee Winner, Caleb Boyd – Cedar Bluff Elementary School Student, *Buffie Crabtree, Principal of Cedar Bluff Elementary School*

Mrs. Buffie Crabtree introduced Caleb Boyd, fifth grade student at Cedar Bluff Elementary, to the School Board. Caleb was the winner of the Tazewell County Spelling Bee. Board members congratulated Caleb on his achievement.

C. Tazewell County Career and Technical Center Students – Miranda Brewster – Alana Capshaw – Stephanie Wingo, JVG State Competition, *Tyler Brooks, TCCTC Jobs for Virginia Graduates*

Tyler Brooks introduced Tazewell County Career and Technical students Miranda Brewster, Alana Capshaw, and Stephanie Wingo to the School Board. These students recently participated in the Ignite Pitch Competition Event and were named district champions with their "Health Link" project. The students were scheduled to compete on February 13, 2024 at the state competition at Radford University. Board members congratulated the students on their success and wished them the best of luck at the state competition.

D. Student Update, *Graham Johnson, Richlands Area Student Representative* (SEE ATTACHED)

Prior to Graham Johnson's presentation, Mrs. Moir congratulated Graham for being the recipient of the Bluefield University President's Scholarship.

Graham Johnson shared an update from the following schools: Cedar Bluff Elementary School, Richlands Elementary School, Richlands Middle School, and Richlands High School. In addition to the update of the schools, Graham thanked Board members for the opportunity to be the student representative for the Richlands area. He also expressed appreciation to the School Board for all they do for Tazewell County Public Schools.

E. Special Recognition for Student Medical Assistance, Graham High School Employees: Sam Bowman-School Resource Officer; Courtney Schilling-Teacher; Brooke Plott-School Nurse, *Joanne Young, Principal of Graham High School*

Mrs. Young recognized Graham High School employees Sam Bowman, Courtney Schilling and Brooke Plott for their life-saving actions during a student emergency at Graham High School. She told Board members all staff members acted appropriately, but these three employees did not hesitate to apply a lifesaving tourniquet to the student. The doctor who treated the student said without their quick actions in applying the tourniquet, the student would not have survived. Board members applauded the heroic actions of Mr. Bowman, Ms. Schilling and Ms. Plott.

F. Career and Technical Education Month, *Cynthia Hurley, Director of Grants/CTE*

This item was removed from the agenda.

Hearing of Citizens

None

Hearing of Employees

None

Unfinished Business

None

New Business

A. Ratification of Poll Vote, *Chris Moir, School Board Chair*

Board members were polled for approval of personnel one time after the January 8, 2024 School Board meeting. The Board approved the January 19, 2024 poll vote 5-0.

Vice-Chair Whittington made a motion that the Tazewell County School Board ratify the poll vote of January 19, 2024. Mrs. Mullins seconded the motion, and the Board unanimously approved.

B. Approval of the East River Soccer Association Agreement, *James McGee, Director of Middle and Secondary Education* (SEE ATTACHED)

Mr. McGee asked for Board approval of the proposed East River Soccer Association Agreement for Graham High School for February 15, 2024 to February 14, 2025. He advised the terms, fees, and duties in the agreement are the same as in the agreement from last year.

Vice-Chair Whittington made a motion that the Tazewell County School Board approve the East River Soccer Complex Agreement for Graham High School. Mrs. Mullins seconded the motion, and the Board unanimously approved.

C. Approval of the 2024-2025 Academic School Calendar, *Deidra Hill, Deputy Superintendent* (SEE ATTACHED)

Ms. Hill asked the Board to approve draft “A” as the 2024-2025 academic school calendar. She advised two drafts were sent to employees, and a total of 609 responses were received. Calendar draft “A” received 89.8% of the votes.

Vice-Chair Whittington made a motion that the Tazewell County School Board approve calendar draft “A” as the academic school calendar for 2024-2025. Mrs. Mullins seconded the motion, and the Board unanimously approved.

D. Health Insurance Committee, *Dr. Chris Stacy, Division Superintendent*

Dr. Stacy requested Board members appoint two members to serve on the Health Insurance Committee.

Mrs. Mullins made a motion to appoint Chris Moir and Donna Whittington to serve on the Health Insurance Committee. Mr. Woodard seconded the motion, and the Board unanimously approved.

E. Amendment to the Superintendent’s Contract, *David Woodard, School Board Member*

This item was removed from the agenda.

Superintendent’s Report

A. Testing Update, *Chandra Ashby, Supervisor of Testing* (SEE ATTACHED)

Mrs. Ashby shared various testing updates with Board members, some of which are contained in the attached document.

B. Budget Update, *Jessica Cox, Director of Budget and Finance*

Ms. Cox advised board members she had received the budget calculation tool from the Department of Education. She advised that she and Dr. Stacy had met with directors, supervisors, managers, and principals to gather budget requests. Ms. Cox told Board members to contact her if they had any budget requests.

C. Superintendent’s Update, *Dr. Chris Stacy, Division Superintendent*

Dr. Stacy shared various updates, some of which included:

- The Governor’s proposed budget included a 1% bonus for teachers, but did not include a raise. He advised he had tried to include raises for all employees in the budget each year he had been superintendent. He and Ms. Cox would be working to see if employee raises could be included in the 2024-2025 budget. He reminded everyone that while the Governor’s budget was not finalized until September or October of last year, Tazewell County Public Schools decided to include raises for all employees beginning July 1, 2023.
- Grant funds that the school division received due to the Covid Pandemic had allowed for many great improvements throughout the school division. Dr. Stacy advised those funds would soon be coming to an end, and the fiscal belt would need to be tightened.
- Spring would be a busy time with testing, sports, prom, and end of year activities. Dr. Stacy expressed appreciation to all those involved in testing – teachers, administrators and technology staff.

- Dr. Stacy thanked School Board members again for all they do for the school division.

Board Member Comments

Mr. Woodard told fellow Board members he appreciated each of them and was thankful they worked so well together. He recognized February as Career and Technical Month and expressed appreciation to Mr. Lee Salyers, Principal, and all of the staff at the Tazewell County Career and Technical Center.

Mr. Robinson congratulated the Tazewell County Career and Technical Center JVG students for their accomplishments. He thanked Graham Johnson for his presentation and gifts. Mr. Robinson thanked all staff members for going above and beyond as they deal with whatever comes at them at any given moment during the day.

Mrs. Mullins thanked Graham Johnson for his report. She thanked everyone for the gifts and cards received for School Board Appreciation month. Mrs. Mullins congratulated the Tazewell County Career and Technical Center JVG students for the success with the Health Link project. She commended the Graham High School staff members for their reactions during the student emergency. Mrs. Mullins stated Tazewell County Public Schools was a great school system. She expressed appreciation to fellow Board members and said she was thankful for the great relationship between all members. Mrs. Mullins indicated the job of a school board member was easier because of all staff members doing their jobs so well.

Vice-Chair Whittington thanked Graham Johnson for the t-shirt and everyone else for the cards and gifts received for School Board Appreciation Month. She expressed gratefulness that she was part of a great school board that had a good relationship and for Dr. Stacy for being so easy to work with as well. Mrs. Whittington thanked all staff members for everything they do for the students. She congratulated the Tazewell County Career and Technical Center JVG students for their success and wished them the best of luck at the state competition. Mrs. Whittington commended the Graham High School staff for their actions during the student emergency.

Chair Moir applauded the heroic actions of Graham High School staff in the recent emergency situation. She thanked Ms. Hill for her hard work on the academic school calendar. Mrs. Moir congratulated Brooke Holmes on being named to the all-state competition cheer team. She said it was wonderful to see Tazewell County Public Schools had so many teacher and student recognitions on WVVA in recent months. Mrs. Moir stated the school division had impressive employees and students and thanked staff members for all they do each day. She congratulated the Richlands High School Academic Team for winning the Southwest District Championship. Mrs. Moir wished the best of luck to the Tazewell County Career and Technical Center JVG students at the state competition. She thanked school board members for being dedicated to the school system and said it was a pleasure to work with each of them. Mrs. Moir expressed gratitude for all the cards and gifts received in honor of School Board Appreciation Month.

David Woodard made a motion to adjourn at 7:28 p.m. Mrs. Mullins seconded the motion, and the Board unanimously approved.

RICHLANDS AREA SCHOOLS



**CEDAR BLUFF ELEMENTARY
RICHLANDS ELEMENTARY
RICHLANDS MIDDLE
RICHLANDS HIGH**

CEDAR BLUFF ELEMENTARY

- **Jenny Mae, a fitness coach from Jenny Mae Fitness, visited to share exercise routines and nutritional information with students to help students get active and healthy.**
- **The Cedar Bluff Elementary School library sponsored a “Book Blast Treasure Map Fair” where students won prizes and books for their home libraries by participating.**
- **Cedar Bluff Elementary School welcomed Ms. Katy Rose, Miss Virginia 2023. Ms. Rose spoke with students about the importance of building and maintaining healthy relationships with others.**
- **Students are bringing in canned food items for the “Souper Bowl of Caring” canned food drive for the Good Samaritan Food Pantry in Richlands, Virginia.**
- **On Friday, February 2, Richlands High School CADRE students visited fifth graders and played a Valentine’s Day game with them.**
- **PBIS hosted a snowball fight for students in the gymnasium.**
- **Teachers are continuing their book study entitled, “Your Students, My Students, Our Students – Rethinking Equitable and Inclusive Classrooms.”**
- **First graders will perform their Valentine’s Day Program on Tuesday, February 13.**



RICHLANDS ELEMENTARY

- **Fifth grade students hosted their Christmas program entitled, “The Greatest Snowman” on January 11, 2024.**
- **4-H Share the Fun winners from fourth and fifth grade participated in a district competition on January 26, 2024.**
- **RES Students of the Week are announced every Monday from each classroom. These students receive recognition for good behavior and strong attendance.**
- **On the last day of each month, one student from each grade level is recognized for having the most improved attendance and/or perfect attendance.**
- **Kindergarten and first grade students hosted a Valentine’s Day program on February 9, 2024.**
- **Teachers participated in Professional Development courses on Mastery Connect, Lumos, and their book study on January 3, 2024.**
- **On January 4-5, administrators were able to meet with teachers from each grade level to discuss data, assessments, and upcoming events.**
- **On January 5, Communities In Schools provided DESSA training for all classroom teachers. DESSA is listed as the top solution for proactively addressing student needs, improving academic outcomes, and cultivating a positive school climate.**
- **The PALS mid-year testing window opened on January 9 and will close on February 2. This will include students in Pre-K through third grade.**

RICHLANDS MIDDLE

- **Communities In Schools Site Coordinator, Erin Moore, recently started a “Kindness Committee” at Richlands Middle School. The goal of this group is to spread kindness among students.**
- **Students at Richlands Middle School have helped build and decorate a Kindness Tree. The tree’s leaves are positive affirmations to uplift students throughout the day, and it is located by the front door.**
- **Awards Day for the first semester will be held on Friday, February 23, 2024. This program will recognize students with outstanding academic achievement and strong attendance.**
- **Richlands Middle School is hosting a March Madness event for perfect attendance throughout the month of March.**
- **Richlands Middle School celebrated National School Counselor Week.**
- **PBIS will host a Sweetheart Dance on February 15, 2024.**
- **Richlands Middle School is celebrating African American History Month by making daily announcements about famous African Americans in history.**



RICHLANDS HIGH

- **Richlands High School's Scholastic Bowl Team was Southwest District Regular Season and Tournament Champions for the 2023-2024 season.**
- **The Richlands High School Varsity Basketball team hosted a game in the RHS gymnasium for the first time in over thirty years.**
- **The Richlands High School gymnasium has received new backboards and rims, as well as a new floor.**
- **On February 21, 2024, the group, "Florida Highway Men" will be speaking with students regarding the importance of African American heritage.**
- **School Counselors have begun course scheduling for the 2024-2025 school year. They are individualizing students' course requests to give them the best possible academic outcomes.**
- **On February 15, FBLA students will test in their competitive events to determine their qualification for the FBLA state competition in Reston, Virginia. These tests will be administered at Richlands High School.**

THIS AGREEMENT, made effective as of the 15th day of February 2024, by and between **EAST RIVER SOCCER ASSOCIATION, INC.**, a nonprofit corporation, hereinafter referred to as "East River", and **THE SCHOOL BOARD OF THE COUNTY OF TAZEWELL, VA**, a Virginia public body corporate, hereinafter referred to as "User".

WHEREAS East River operates a soccer complex in Beaver Pond District of Mercer County, West Virginia (hereinafter referred to as the "Premises"); and

WHEREAS, User has been using the Premises for soccer contests involving students attending public schools in Tazewell County since 2005 pursuant to prior leases and desires to continue using the Premises from time to time to conduct soccer activities for Graham High School; and

WHEREAS the parties have agreed to a renew User's rights to use the Premises upon the terms and conditions hereinafter set forth.

NOW, THEREFORE,

WITNESSETH:

THAT FOR AND IN CONSIDERATION of the fee provided for herein and the covenants and agreements contained herein, subject to scheduling availability as hereinafter provided, East River does hereby grant to User to the nonexclusive right to use the Premises (or designated portions thereof) for soccer related activities under the following terms and conditions:

1. **TERM.** The term of this lease is for one year, beginning on the 15th day of February 2024 and terminating at midnight on the 14th day of February 2025.

2. **FEE.** User hereby covenants and agrees to pay to East River as a fee for the use of the Premises during the one-year term, the sum of Ten Thousand Dollars (\$10,000.00), due and payable upon the date of the execution of this Agreement or February 15, 2024. Said amount shall entitle User to use the Premises for all practices, regular season and post season home games for the boys' and girls' teams for Graham High School. If User needs to use the Premises for games and/or practices of the soccer teams of any of its other schools, East River agrees, upon reasonable advance notice and subject to the availability of its fields, to allow User to use the Facilities for a fee not to exceed One Hundred Fifty Dollars (\$150) per practice, Two Hundred Dollars (\$200) per day game and Two Hundred Fifty Dollars (\$250) per night game.

3. **USER'S DUTIES.** During the term of this Agreement, User agrees to be solely responsible for providing adult supervision, both on and off the playing field, during its use of the Premises and to designate the person who will be providing that supervision to East River in advance of the scheduled activity. User further agrees to arrange for properly certified soccer referees to conduct all competitions sponsored by User. User also agrees to arrange for the presence of rescue squad service personnel and law enforcement officials in advance of scheduled activities in those situations where the need for those services is reasonably foreseeable.

4. **SCHEDULING.** User acknowledges that the Premises are subject to similar agreements with other users and that User's use of the Premises is subject to its availability. East River acknowledges that User shall be entitled to use the facility for the practices, regular season and post season home games for the

boys' and girls' soccer teams for Graham High School. East River and User agree that each will exert reasonable efforts to accommodate each other's needs with respect to the scheduling of athletic contests and that East River will make all reasonable efforts to accommodate User's timely requests for use of the Premises. In order to minimize the likelihood of scheduling conflicts, User agrees to submit to the East River's Director of League Operations (or its scheduling committee if the position is vacant) User's written proposed schedule at least sixty (60) days in advance of the first scheduled activity. User agrees to abide by the decision of the Director or the committee to resolve all scheduling issues and to cooperate with the committee in attempting to reschedule activities that overlap or conflict with previously approved activities.

5. USE OF LIGHTED FIELD. User acknowledges that in order to prevent damage due to overuse or other causes, the lighted (competition) field is to be used solely for soccer games and may not be used by User for clinics or other uses without the prior written consent of the Board of Directors of East River.

6. MAINTENANCE. East River agrees to maintain the Premises in a safe, reliable, clean, and operational condition without defect or danger. Upon discovery, User agrees to immediately report to East River any condition that arises during User's use of the Premises and renders the Premises unsafe, unreliable, unclean or which creates a defect or danger. Provided, however, if the Premises become unsafe or are rendered inoperable as a result of the intentional act or misuse of the Premises by User or any person or entity under User's supervision or control, East River shall notify User and take reasonable action to correct any such condition, and User shall reimburse East River for the reasonable costs of such corrective action following receipt of East River's written demand for reimbursement.

7. USE OF PREMISES. User agrees to use the Premises in a normal and business-like manner for the sole purpose of conducting soccer competitions and related activities and to keep same in a neat and sanitary condition during its use by User, and that its use of the Premises shall be in compliance with all of the laws of the United States, State of West Virginia and County of Mercer. East River shall have the right to enter upon the Premises at any time for any, and all purposes.

8. CONCESSIONS AND GATE RECEIPTS. East River grants to User the right to sell concessions on the Premises during regular season and post season home games of Graham High School including the right to use the concession stand located adjacent to Field One, but User shall be responsible for cleaning the concession stand and its equipment after its use and for all damages to the concession stand and/or its equipment caused during Users occupation of the concession stand. And nothing contained herein shall be construed to authorize User to sell concessions (or authorize any other person or entity to sell concessions) at any other activity without the written consent of East River's Board of Directors. East River also grants to User the right to collect and retain admission fees for all of the regular season games and post season games of Graham High School, but User shall be responsible for providing the personnel necessary to collect any such fees.

9. LIABILITY INSURANCE OF EAST RIVER. At all times during the term of this Agreement, East River will carry and maintain at its own expense comprehensive general liability insurance against any liability arising out of the acts or omissions of East River, its officers, employees, agents and invitees or its failure to perform its obligations under this Agreement. Such insurance shall be in the minimum amount of

\$1,000,000.00 per occurrence and \$2,000,000.00 in the aggregate. The company writing the insurance, will be licensed to do business in the State of West Virginia. East River will provide User with prompt written notice of expiration, cancellation, or non-renewal of the above insurance coverage.

10. LIABILITY INSURANCE OF USER. At all times during the term of this Agreement, User will carry and maintain at its own expense comprehensive general liability insurance against any liability arising out of the acts or omissions of its employees, students, invitees and/or its agents during its use of the Premises or its failure to perform its obligations under this Agreement. Such insurance shall be in the minimum amount of \$1,000,000.00 per occurrence and \$2,000,000.00 in the aggregate. The company writing the insurance, will be licensed to do business in the State of West Virginia and the Commonwealth of Virginia. User will provide East River with prompt written notice of expiration, cancellation, or non-renewal of the above insurance coverage.

11. DEFAULT. If there is a default in the performance of any other covenant, agreement, condition, rule, or regulation herein contained or hereafter established on the part of User, East River may declare this agreement null and void and re-enter or repossess the Premises and dispossess and remove therefrom the User, or other occupants thereof, and their effects, without being liable to any prosecution therefor. In addition, East River shall have all the rights and remedies granted to landlords under the present existing and future laws of the State of West Virginia. A waiver by East River of any one or more breaches by User shall not be construed as a waiver by them of any future breaches of this Agreement.

12. ENTIRE AGREEMENT. This Agreement constitutes the entire Agreement between the parties and no modifications shall be binding unless executed in writing by the parties hereto. No waiver of any covenant or default contained herein by either party shall be deemed to constitute a waiver of said covenant or any other covenant or default in the future. This Agreement is binding upon the parties hereto, their successors, heirs, personal representatives, and assigns.

13. GOVERNING LAW. This Agreement shall be governed by laws of the State of West Virginia.

EAST RIVER SOCCER ASSOCIATION, INC.

By: George D. Ault Jr.
Its: President
Dated: 1/11/24

THE SCHOOL BOARD OF THE COUNTY OF TAZEWELL, VA

By: Chris Mair
Its: School Board Chair
Dated: 2-12-2024

IMPORTANT DATES

Aug. 12	Professional Development Day
Aug. 13	Teacher Work Day
Aug. 14	Teacher Work Day
Aug. 15	First Day of School for Students (1 1/2 Hour Early Dismissal)
Aug. 16	Students (1 1/2 Hour Early Dismissal)
Sept. 2	Labor Day Holiday
Sept. 23	End of the 1st Six Weeks (27 days)
Oct. 31	End of the 2nd Six Weeks (28 days)
Nov. 1	Teacher Work Day (No Students)
Nov. 4-5	Fall Break (No School)
Nov. 27-29	Thanksgiving Break
Dec. 20	End of 3rd Six Weeks (30 days) / End of First Semester (85 days)
Dec. 23-Jan. 3	Winter Break
Jan. 1	New Years Holiday
Jan. 2-3	Staff Appreciation Days
Jan. 6	First Day back for Students and Staff / Start of 2nd Semester
Jan. 20	Martin Luther King Day Holiday
Feb. 14	End of the 4 th Six Weeks (29 days)
Feb. 17	Teacher Work Day (No Students)
Apr. 2	End of the 5th Six Weeks (32 days)
Apr. 18	Good Friday Holiday (Guaranteed)
Apr. 21-22	Staff Appreciation Days (Guaranteed)
May 23	Last Day of School for Students; End of 6th Six Weeks (34 days) and Second Semester (95 days)
May 26	Memorial Day Holiday
May 27	Teacher Work Day

Closed
 Early Dismissal
 Teacher Workday
 Professional Development

JULY 2024						
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JANUARY 2025						
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AUGUST 2024						
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FEBRUARY 2025						
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SEPTEMBER 2024						
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MARCH 2025						
Su	M	Tu	W	Th	Fri	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER 2024						
Su	M	Tu	W	Th	Fri	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
Su	M	Tu	W	Th	Fri	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER 2024						
Su	M	Tu	W	Th	Fri	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
Su	M	Tu	W	Th	Fri	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2024						
Su	M	Tu	W	Th	Fri	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
Su	M	Tu	W	Th	Fri	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Staff Development

36 Total Hours—Required (Six (6) hours are built into the 2024-2025 instructional calendar. The additional thirty (30) hours are to be scheduled with the building administration.)

7 Paid Holidays

Labor Day
 Thanksgiving Day
 Christmas Day
 New Year's Day
 Martin Luther King Day
 Good Friday
 Memorial Day

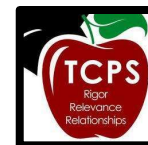
200 Days

180 Instructional Days
 7 Paid Holidays
 5 Teacher Work Days
 4 Staff Appreciation Days
 3 Flex Days
 1 Professional Development Day

Monday
February 12,
2024

TCPS Testing

Latest News and Updates



TESTING CALENDAR

Assessment	Grade	Dates
Gifted Screening Test	2	February 12-29
WIDA Testing	Various	February 12-23
WorkKeys	EOC	February 26-March 1
VAAP Testing	Various	March 4-28
EOC Writing SOL	EOC	March 12 (SP) & March 14 (MC)
IRW Test	5, 8 & EOC	TBA
CIP Benchmark #3	Various	March 25-April 12
Local Assessment #3	Various	April 12

SOL Testing

The following items need to be updated yearly before testing and must be on file with the DDOT and school STC:

1. Health & Hearing Aid Form
 2. Parent Refusals/ Medical Exemptions
 3. Documented Need for Paper Pencil Testing
 4. EL & VAAP Student Test Plans
 5. **Transfer Students- the 20th Day of School was September 14, 2023.** Any student enrolling after that date meeting the requirements below will need to be marked in PowerSchool as a transfer student. This needs to be kept current in PowerSchool.
- Enrolled from another school division, another state, private school, or home instruction **AFTER** the 20th day of school.
 - Students who have transferred out of and back into the division during the school year and have been carried by our division's membership for 50% or less of the school year.
 - Please make sure school staff in charge of marking transfers know where to mark and are keeping it up to date as the testing windows are quickly approaching (If you don't know or have questions, contact DDOT)
 - Make sure the Sp.Ed. Designee and Coordinator are promptly sending the "Special Education Enrollment Form" to Melinda Smith and Jean O'Quinn so students are marked with the correct disability for testing.

"A good education can change anyone. A good teacher can change everything."

By: Unknown

UPDATES

- Due to several inclement weather and virtual days, the CIP #2 Benchmark, MAP Testing and Local Assessment windows were extended to provide time for covering the materials. Both will be closed by the end of the week
- On Wednesday, February 7, the VDOE provided an update on the Spring IRW that grades 5, 8 and EOC Reading will complete this spring. The test will be administered during a separate testing window. Scores will be provided on a separate IRW Student Report. A Literacy Score will not be published in 2024 but may be coming in the future. At this time, IRW results will not be counted towards accreditation.
- Additional information will be made available to DDOTs at the State meeting in Roanoke on Thursday, February 15, 2024.



Dates & Reminders

2/19: VAAP Order & Schedule due
Writing SOL Schedules due
HS WorkKey list due
VAAP Test Plans due to STC

2/20: School Test Coordinator for the Writing and VAAP Testing windows.
**Mark your calendar and make plans for a ½ Day substitute now.

2/21: TestNav 8 Training Webinar for STCs ("TestNav 8 Functionality")

2/22: Admin Meeting

3/1: Technology Testing Training

3/10: Daylight Savings Time

3/11: CIP Benchmark #3 Schedule due
SB Meeting

3/17: St. Patrick's Day

3/21: Admin Meeting

3/29: No School- Good Friday

3/31: Easter

TAZEWELL CO PUBLIC SCHOOLS
FD-OBJ---- EXPENDITURES SUMMARY REPORT
for Fiscal Year 2024 (2023-2024 FISCAL YEAR)
Posted Only Figures
Executed By: jcox

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Code	Description	Appropriations	Outstanding Encumbrances	Expenditures For FEBRUARY	Expenditures Year-to-Date	Available Balance	Percent Used
FD 1 SCHOOL OPERATING FUND							
1110	SALARIES: ADMINISTRATIVE	\$ 1,225,569.00	\$ 0.00	\$ 102,130.69	\$ 779,382.58	\$ 446,186.42	63.59
1111	SALARIES: BOARD MEMBERS	\$ 36,300.00	\$ 0.00	\$ 3,175.00	\$ 24,200.00	\$ 12,100.00	66.67
1112	SALARIES: SUPERINTENDENT	\$ 159,075.00	\$ 0.00	\$ 12,625.00	\$ 101,000.00	\$ 58,075.00	63.49
1113	SALARIES: ASST SUPERINTENDENT	\$ 130,942.00	\$ 0.00	\$ 10,911.84	\$ 87,294.72	\$ 43,647.28	66.67
1120	SALARIES: TEACHERS	\$ 22,361,496.00	\$ 0.00	\$ 1,827,173.69	\$ 11,220,351.53	\$ 11,141,144.47	50.18
1122	SALARIES: LIBRARIANS	\$ 625,134.00	\$ 0.00	\$ 54,601.36	\$ 321,814.80	\$ 303,319.20	51.48
1123	SALARIES: HOMEBOUND TEACHERS	\$ 238,122.00	\$ 0.00	\$ 28,476.59	\$ 175,233.54	\$ 62,888.46	73.59
1126	SALARIES: PRINCIPALS	\$ 1,343,979.00	\$ 0.00	\$ 111,486.65	\$ 888,125.71	\$ 455,853.29	66.08
1127	SALARIES: ASSISTANT PRINCIPALS	\$ 795,396.00	\$ 0.00	\$ 69,988.20	\$ 485,322.81	\$ 310,073.19	61.02
1130	SALARIES: OTHER PROFESSIONAL	\$ 124,049.00	\$ 0.00	\$ 9,374.09	\$ 73,672.72	\$ 50,376.28	59.39
1131	SALARIES: NURSES	\$ 493,960.00	\$ 0.00	\$ 49,672.51	\$ 291,344.96	\$ 202,615.04	58.98
1132	SALARIES: PSYCHOLOGIST	\$ 71,403.00	\$ 0.00	\$ 5,950.25	\$ 35,701.50	\$ 35,701.50	50.00
1133	SALARIES: COMPUTER SPECIALISTS/T	\$ 536,869.00	\$ 0.00	\$ 40,760.86	\$ 312,965.90	\$ 223,903.10	58.29
1134	SALARIES: MEDICAL ASSISTANTS-UNL	\$ 104,093.00	\$ 0.00	\$ 9,651.44	\$ 60,087.35	\$ 44,005.65	57.72
1141	SALARIES: TECHNICAL SUPPORT	\$ 266,246.00	\$ 0.00	\$ 23,363.48	\$ 164,807.58	\$ 101,438.42	61.90
1150	SALARIES: OFFICE CLERICAL	\$ 1,569,349.00	\$ 0.00	\$ 164,591.39	\$ 1,032,626.16	\$ 536,722.84	65.80
1151	SALARIES: INSTRUCTIONAL AIDES	\$ 1,715,521.00	\$ 0.00	\$ 187,988.84	\$ 1,083,451.06	\$ 632,069.94	63.16
1152	SALARIES: DEVELOPMENT ASSISTANTS	\$ 661,287.00	\$ 0.00	\$ 28,903.00	\$ 252,287.00	\$ 409,000.00	38.15
1160	SALARIES: MAINTENANCE TRADES	\$ 170,771.00	\$ 0.00	\$ 15,838.31	\$ 103,854.76	\$ 66,916.24	60.82
1161	SALARIES: MAINTENANCE HELPER	\$ 19,289.00	\$ 0.00	\$ 2,762.15	\$ 19,289.48	\$ 0.48	100.00
1165	SALARIES: MECHANICS REGULAR	\$ 290,705.00	\$ 0.00	\$ 21,375.74	\$ 159,323.31	\$ 131,381.69	54.81
1170	SALARIES: REGULAR BUS DRIVERS	\$ 1,314,815.00	\$ 0.00	\$ 117,677.21	\$ 761,191.55	\$ 553,623.45	57.89
1180	SALARIES: GROUND SERVICES	\$ 116,778.00	\$ 0.00	\$ 7,120.30	\$ 53,005.98	\$ 63,772.02	45.39
1190	SALARIES: CUSTODIANS REGULAR	\$ 1,669,819.00	\$ 0.00	\$ 138,604.08	\$ 1,053,890.76	\$ 615,928.24	63.11
1192	SALARIES: WAREHOUSE	\$ 50,145.00	\$ 0.00	\$ 4,178.34	\$ 31,337.55	\$ 18,807.45	62.49
1320	SALARIES: PART-TIME TEACHERS	\$ 30,707.00	\$ 0.00	\$ 2,261.00	\$ 22,606.50	\$ 8,100.50	73.62
1360	SALARIES: MAINTENANCE OT & PT	\$ 30,000.00	\$ 0.00	\$ 665.19	\$ 2,828.72	\$ 27,171.28	9.43
1460	SALARIES: MECHANICS OVERTIME	\$ 40,000.00	\$ 0.00	\$ 4,546.18	\$ 24,704.33	\$ 15,295.67	61.76
1520	SALARIES: SUBSTITUTE TEACHERS	\$ 844,340.00	\$ 0.00	\$ 118,180.69	\$ 728,884.18	\$ 115,455.82	86.33
1540	SALARIES: SUBSTITUTE TEACHERS AI	\$ 31,353.00	\$ 0.00	\$ 2,184.00	\$ 22,071.08	\$ 9,281.92	70.40
1570	SALARIES: SUBSTITUTE BUS DRIVER	\$ 141,250.00	\$ 0.00	\$ 20,944.00	\$ 108,320.50	\$ 32,929.50	76.69
1590	SALARIES: CUSTODIAN SUBSTITUTES	\$ 70,000.00	\$ 0.00	\$ 3,983.00	\$ 39,695.00	\$ 30,305.00	56.71
1620	SALARIES: SUPPLEMENTS	\$ 437,989.00	\$ 0.00	\$ 43,346.00	\$ 276,527.66	\$ 161,461.34	63.14
1621	SALARIES: STAFF TRAINING-COMPUT	\$ 159,018.00	\$ 0.00	\$ 0.00	\$ 138,766.00	\$ 20,252.00	87.26
1622	SUPPLEMENT: CONCESSION WORKER -	\$ 42,776.00	\$ 0.00	\$ 9,261.00	\$ 35,782.00	\$ 6,994.00	83.65
1623	SALARIES: ACADEMIC SUPPLEMENTS	\$ 104,174.00	\$ 0.00	\$ 0.00	\$ 133.68	\$ 104,040.32	0.13
1624	SALARIES: SOL TUTORING	\$ 138,516.00	\$ 0.00	\$ 2,864.00	\$ 24,384.00	\$ 114,132.00	17.60
1660	EXTRA PAY	\$ 0.00	\$ 0.00	\$ 0.00	\$ 732,964.00	\$ 732,964.00	100.00
1670	SALARIES: BUS DRIVER SPECIAL TRI	\$ 75,848.00	\$ 0.00	\$ 7,593.45	\$ 58,086.81	\$ 17,761.19	76.58
2100	FICA BENEFITS	\$ 3,027,746.00	\$ 0.00	\$ 237,093.14	\$ 1,589,765.78	\$ 1,437,980.22	52.51
2210	VRS BENEFITS-PLAN 1 AND 2	\$ 3,524,334.00	\$ 0.00	\$ 340,913.70	\$ 2,218,242.96	\$ 1,306,091.04	62.94
2220	VRS BENEFITS-HYBRID PLAN	\$ 2,235,226.00	\$ 0.00	\$ 206,879.86	\$ 1,271,571.80	\$ 963,654.20	56.89
2300	HMP BENEFITS	\$ 9,253,032.00	\$ 0.00	\$ 708,224.45	\$ 5,080,448.54	\$ 4,172,583.46	54.91
2320	HSA EMPLOYER CONTRIBUTIONS	\$ 571,026.00	\$ 0.00	\$ 57,630.00	\$ 348,490.00	\$ 222,536.00	61.03
2400	GLI BENEFIT	\$ 479,275.00	\$ 0.00	\$ 44,345.52	\$ 282,461.69	\$ 196,813.31	58.94
2510	DISABILITY INSURANCE-HYBRID PLAN	\$ 39,711.00	\$ 0.00	\$ 3,437.99	\$ 21,800.17	\$ 17,910.83	54.90
2600	UNEMPLOYMENT INSURANCE	\$ 3,837.00	\$ 0.00	\$ 3,537.49	\$ 3,837.26	\$ 0.26	100.01
2700	WORKERS COMPENSATION	\$ 219,890.00	\$ 0.00	\$ 40,768.00	\$ 142,149.00	\$ 77,741.00	64.65
2750	RETIREE HEALTH CARE CREDIT	\$ 461,877.00	\$ 0.00	\$ 41,842.79	\$ 269,143.12	\$ 192,733.88	58.27
2800	OTHER BENEFITS	\$ 4,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,000.00	0.00
2830	TERMINATION PAY	\$ 328,255.00	\$ 0.00	\$ 20,437.50	\$ 29,037.50	\$ 299,217.50	8.85
2845	ERIP-HMP	\$ 694,296.00	\$ 0.00	\$ 86,150.50	\$ 694,296.00	\$ 0.00	100.00
2847	ERIP-HSA EMPLOYER CONTRIBUTIONS	\$ 48,100.00	\$ 0.00	\$ 4,133.39	\$ 35,250.43	\$ 12,849.57	73.29
3000	PURCHASED SERVICES	\$ 7,635,979.00	\$ 3,296,160.33	\$ 222,756.71	\$ 2,610,435.19	\$ 1,729,383.48	77.35
3120	STAFF TRAINING	\$ 203,612.00	\$ 7,132.00	\$ 10,959.93	\$ 134,783.93	\$ 61,696.07	69.70
3200	DUAL ENROLLMENT	\$ 63,032.00	\$ 0.00	\$ 2,942.00	\$ 46,787.00	\$ 16,245.00	74.23
3420	PAYMENT PRIVATE CARRIERS/PARENTS	\$ 290,992.00	\$ 0.00	\$ 0.00	\$ 1,400.00	\$ 289,592.00	0.48
3600	ADVERTISING	\$ 5,000.00	\$ 0.00	\$ 0.00	\$ 4,179.73	\$ 820.27	83.59
3810	DUAL & REGIONAL TUITION	\$ 292,210.00	\$ 0.00	\$ 183,494.34	\$ 252,694.97	\$ 39,515.03	86.48
4000	INTERNAL SERVICES	\$ 100,154.00	\$ 0.00	\$ 0.00	\$ 16,252.08	\$ 83,901.92	16.23
5001	TELECOMMUNICATIONS	\$ 214,395.00	\$ 0.00	\$ 21,360.41	\$ 171,183.20	\$ 43,211.80	79.84
5101	ELECTRICAL SERVICES	\$ 1,810,634.00	\$ 0.00	\$ 212,744.44	\$ 1,067,711.88	\$ 742,922.12	58.97
5102	GAS, COAL, OIL	\$ 335,137.00	\$ 0.00	\$ 44,253.09	\$ 228,372.66	\$ 106,764.34	68.14
5103	WATER & SEWER SERVICES	\$ 154,852.00	\$ 0.00	\$ 10,876.08	\$ 98,159.60	\$ 56,692.40	63.39

TAZEWELL CO PUBLIC SCHOOLS
FD-OBJ---- EXPENDITURES SUMMARY REPORT
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Posted Only Figures
Executed By: jcox

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Code	Description	Appropriations	Outstanding Encumbrances	Expenditures For FEBRUARY	Expenditures Year-to-Date	Available Balance	Percent Used
5202	POSTAL SERVICES	\$ 6,000.00	\$ 0.00	\$ 0.00	\$ 5,030.90	\$ 969.10	83.85
5203	TELEPHONE SERVICES	\$ 31,500.00	\$ 0.00	\$ 2,925.15	\$ 24,594.34	\$ 6,905.66	78.08
5300	INSURANCE	\$ 145,768.00	\$ 0.00	\$ 0.00	\$ 145,768.00	\$ 0.00	100.00
5400	LEASES & RENTALS	\$ 193,409.00	\$ 0.00	\$ 17,334.82	\$ 144,433.87	\$ 48,975.13	74.68
5500	TRAVEL	\$ 217,886.00	\$ 0.00	\$ 769.61	\$ 44,115.39	\$ 173,770.61	20.25
5600	CONTRIBUTIONS TO OTHER ENTITIES	\$ 1,582.00	\$ 0.00	\$ 0.00	\$ 1,581.75	\$ 0.25	99.98
5800	MISCELLANEOUS	\$ 8,634.00	\$ 0.00	\$ 897.41	\$ 5,763.07	\$ 2,870.93	66.75
5801	DUES & ASSOCIATION MEMBERSHIPS	\$ 19,553.00	\$ 0.00	\$ 0.00	\$ 8,956.00	\$ 10,597.00	45.80
5810	FEDERAL EXCISE TAX-HEALTH INSURA	\$ 4,843.00	\$ 0.00	\$ 0.00	\$ 4,843.44	\$ 0.44	100.01
6000	MATERIALS AND SUPPLIES	\$ 2,874,161.00	\$ 202,705.78	\$ 93,315.30	\$ 1,775,600.40	\$ 895,854.82	68.83
6001	OFFICE SUPPLIES	\$ 1,179.00	\$ 0.00	\$ 783.90	\$ 1,178.59	\$ 0.41	99.97
6002	FOOD SERVICES SUPPLIES	\$ 14,418.00	\$ 0.00	\$ 347.82	\$ 347.82	\$ 14,070.18	2.41
6003	SNAP FOOD SUPPLIES	\$ 14,453.00	\$ 0.00	\$ 1,260.09	\$ 5,495.45	\$ 8,957.55	38.02
6005	HOUSEKEEPING JANITORIAL CLEANING	\$ 542,893.00	\$ 0.00	\$ 28,015.11	\$ 417,752.82	\$ 125,140.18	76.95
6007	REPAIR & MAINTENANCE SUPPLIES	\$ 322,234.00	\$ 29,472.17	\$ 31,628.15	\$ 292,761.64	\$ 0.19	100.00
6008	VEHICLES & EQUIPMENT FUELS (63 F	\$ 584,525.00	\$ 0.00	\$ 45,034.93	\$ 248,231.35	\$ 336,293.65	42.47
6009	VEHICLES SUPPLIES (63 FUNCTION O	\$ 179,127.00	\$ 0.00	\$ 49,511.47	\$ 179,126.68	\$ 0.32	100.00
6011	UNIFORMS & WEARING APPARELS	\$ 68,919.00	\$ 0.00	\$ 346.76	\$ 9,359.60	\$ 59,559.40	13.58
6013	STANDARDIZED TESTING	\$ 73,636.00	\$ 1,548.00	\$ 6,773.28	\$ 22,770.00	\$ 49,318.00	33.02
6015	PARENTAL INVOLVEMENT SUPPLIES	\$ 67,007.00	\$ 3,497.65	\$ 2,543.51	\$ 63,509.69	\$ 0.34	100.00
6020	TEXTBOOKS	\$ 1,602.00	\$ 0.00	\$ 0.00	\$ 1,602.00	\$ 0.00	100.00
6030	INSTRUCTION SUPPLIES	\$ 396,555.00	\$ 7,117.60	\$ 22,059.15	\$ 175,912.55	\$ 213,524.85	46.16
6031	PRINTER INK SUPPLIES	\$ 6,621.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 6,621.00	0.00
6040	COMPUTER SOFTWARE	\$ 442,881.00	\$ 83,369.00	\$ 10,029.62	\$ 181,060.40	\$ 178,451.60	59.71
6045	IEP ONLINE SOFTWARE	\$ 57,750.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 57,750.00	0.00
6050	NON-CAPITALIZED TECHNOLOGY HARDW	\$ 1,030,317.00	\$ 79,649.46	\$ 2,533.96	\$ 553,900.48	\$ 396,767.06	61.49
6060	NONCAPITALIZED TECHNOLOGY INFRAS	\$ 15,895.00	\$ 0.00	\$ 0.00	\$ 15,894.93	\$ 0.07	100.00
7000	TUITION PAYMENTS TO JOINT OPERAT	\$ 22,385.00	\$ 0.00	\$ 0.00	\$ 5,000.00	\$ 17,385.00	22.34
8100	CAPITAL OUTLAY REPLACEMENT	\$ 3,938,314.00	\$ 1,757,459.62	\$ 336,902.39	\$ 1,684,298.62	\$ 496,555.76	87.39
8110	TECHNOLOGY: HARDWARE REPLACEMENT	\$ 127,895.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 127,895.00	0.00
8120	TECHNOLOGY: INFRASTRUCTURE REPLA	\$ 66,251.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 66,251.00	0.00
8200	CAPITAL OUTLAY ADDITIONS	\$ 4,131,709.00	\$ 2,919,167.22	\$ 136,737.96	\$ 1,036,575.65	\$ 175,966.13	95.74
8210	TECHNOLOGY: HARDWARE ADDITIONS	\$ 60,762.00	\$ 0.00	\$ 0.00	\$ 33,404.24	\$ 27,357.76	54.98
8220	TECHNOLOGY: INFRASTRUCTURE ADDIT	\$ 640,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 640,000.00	0.00
9100	REDEMPTION OF DEBT PRINCIPAL	\$ 985,593.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 985,593.00	0.00
9200	INTEREST ON DEBT SERVICE	\$ 215,667.00	\$ 0.00	\$ 0.00	\$ 68,691.50	\$ 146,975.50	31.85
1	SCHOOL OPERATING FUND	\$ 87,745,609.00	\$ 8,387,278.83	\$ 6,558,741.24	\$ 45,563,333.49	\$ 33,794,996.68	61.49
FD 4 FOOD SERVICE FUND							
1110	SALARIES: ADMINISTRATIVE	\$ 68,607.00	\$ 0.00	\$ 5,717.25	\$ 45,738.00	\$ 22,869.00	66.67
1150	SALARIES: OFFICE CLERICAL	\$ 41,062.00	\$ 0.00	\$ 3,421.84	\$ 25,663.80	\$ 15,398.20	62.50
1193	SALARIES: COOKS REGULAR	\$ 1,200,995.00	\$ 0.00	\$ 118,089.37	\$ 692,431.81	\$ 508,563.19	57.65
1493	SALARIES: COOKS PART-TIME	\$ 105,751.00	\$ 0.00	\$ 9,297.14	\$ 57,955.69	\$ 47,795.31	54.80
1593	SALARIES: COOKS SUBSTITUTES	\$ 81,734.00	\$ 0.00	\$ 945.00	\$ 18,116.00	\$ 63,618.00	22.16
2100	FICA BENEFITS	\$ 108,991.00	\$ 0.00	\$ 9,957.92	\$ 60,982.39	\$ 48,008.61	55.95
2210	VRS BENEFITS-PLAN 1 AND 2	\$ 111,288.00	\$ 0.00	\$ 9,781.11	\$ 61,404.38	\$ 49,883.62	55.18
2220	VRS BENEFITS-HYBRID PLAN	\$ 110,926.00	\$ 0.00	\$ 10,929.58	\$ 63,316.66	\$ 47,609.34	57.08
2300	HMP BENEFITS	\$ 401,889.00	\$ 0.00	\$ 38,145.02	\$ 222,845.14	\$ 179,043.86	55.45
2320	HSA EMPLOYER CONTRIBUTIONS	\$ 22,200.00	\$ 0.00	\$ 2,240.00	\$ 13,440.00	\$ 8,760.00	60.54
2400	GLI BENEFIT	\$ 17,607.00	\$ 0.00	\$ 1,710.81	\$ 10,296.21	\$ 7,310.79	58.48
2510	DISABILITY INSURANCE-HYBRID PLAN	\$ 3,488.00	\$ 0.00	\$ 346.02	\$ 1,981.60	\$ 1,506.40	56.81
2600	UNEMPLOYMENT INSURANCE	\$ 730.00	\$ 0.00	\$ 0.00	\$ 729.78	\$ 0.22	99.97
2750	RETIREE HEALTH CARE CREDIT	\$ 24,807.00	\$ 0.00	\$ 2,422.18	\$ 14,443.34	\$ 10,363.66	58.22
2830	TERMINATION PAY	\$ 5,088.00	\$ 0.00	\$ 0.00	\$ 5,087.50	\$ 0.50	99.99
3000	PURCHASED SERVICES	\$ 60,080.00	\$ 0.00	\$ 3,252.12	\$ 49,869.68	\$ 10,210.32	83.01
3120	STAFF TRAINING	\$ 4,000.00	\$ 0.00	\$ 0.00	\$ 965.61	\$ 3,034.39	24.14
5500	TRAVEL	\$ 500.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 500.00	0.00
5800	MISCELLANEOUS	\$ 300.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 300.00	0.00
6001	OFFICE SUPPLIES	\$ 4,000.00	\$ 0.00	\$ 320.15	\$ 1,556.41	\$ 2,443.59	38.91
6002	FOOD SERVICES SUPPLIES	\$ 1,345,917.00	\$ 0.00	\$ 117,792.21	\$ 939,733.53	\$ 406,183.47	69.82
6007	REPAIR & MAINTENANCE SUPPLIES	\$ 63,440.56	\$ 0.00	\$ 10,251.82	\$ 63,440.94	\$ 0.38	100.00
6011	UNIFORMS & WEARING APPARELS	\$ 22,696.00	\$ 0.00	\$ 0.00	\$ 22,694.93	\$ 1.07	100.00
8100	CAPITAL OUTLAY REPLACEMENT	\$ 414,638.44	\$ 0.00	\$ 19,750.95	\$ 178,388.26	\$ 236,250.18	43.02
8200	CAPITAL OUTLAY ADDITIONS	\$ 2,950.00	\$ 0.00	\$ 607.05	\$ 2,955.10	\$ 5.10	100.17
4	FOOD SERVICE FUND	\$ 4,223,685.00	\$ 0.00	\$ 364,977.54	\$ 2,554,036.76	\$ 1,669,648.24	60.47

TAZEWELL CO PUBLIC SCHOOLS
FD-OBJ---- EXPENDITURES SUMMARY REPORT
for Fiscal Year 2024 (2023-2024 FISCAL YEAR)
Posted Only Figures
Executed By: jcox

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Code	Description	Appropriations	Outstanding Encumbrances	Expenditures For FEBRUARY	Expenditures Year-to-Date	Available Balance	Percent Used

FD 5	TEXTBOOKS FUND						
6020	TEXTBOOKS	\$ 1,636,074.00	\$ 13,907.23	\$ 0.00	\$ 153,237.70	\$ 1,468,929.07	10.22

5	TEXTBOOKS FUND	\$ 1,636,074.00	\$ 13,907.23	\$ 0.00	\$ 153,237.70	\$ 1,468,929.07	10.22
=====							
GRAND TOTAL		\$ 93,605,368.00	\$ 8,401,186.06	\$ 6,923,718.78	\$ 48,270,607.95	\$ 36,933,573.99	60.54

TAZEWELL CO PUBLIC SCHOOLS
FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
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ACCOUNT/DESCRIPTION	2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
FD 1 SCHOOL OPERATING FUND							
PJT 000 BEGINNING BALANCE							
00000000 BEGINNING BALANCE (CARRY FORWARD)	\$ 6,038,340.00	\$ 0.00	\$ 0.00	\$ 6,873,672.00	\$ 0.00	\$ 0.00	\$ 0.00
000 BEGINNING BALANCE	\$ 6,038,340.00	\$ 0.00	\$ 0.00	\$ 6,873,672.00	\$ 0.00	\$ 0.00	\$ 0.00
PJT 100 LOCAL FUNDS							
1502010 RENTS	\$ 1,000.00	\$ 7,782.84	\$ 854.39	\$ 1,000.00	\$ 0.00	\$ 0.00	\$ 7,782.84
1612010 TUITION: DAY SCHOOL	\$ 25,000.00	\$ 22,050.00	\$ 4,250.00	\$ 25,000.00	\$ 20,840.00	\$ 250.00	\$ 1,210.00
1612050 TRANSPORTATION OF PUPILS	\$ 13,000.00	\$ 26,691.58	\$ 2,162.95	\$ 25,000.00	\$ 12,167.73	\$ 0.00	\$ 14,523.85
1612055 TRANSPORTATION: OTHER	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,307.00	\$ 0.00	\$ 2,307.00
1612070 TUITION: SUMMER SCHOOL	\$ 2,000.00	\$ 2,301.50	\$ 0.00	\$ 2,000.00	\$ 0.00	\$ 0.00	\$ 2,301.50
1803030 OTHER REBATES AND REFUNDS	\$ 60,000.00	\$ 31,260.09	\$ 973.88	\$ 150,000.00	\$ 64,003.16	\$ 836.52	\$ 32,743.07
1803031 HEALTH INSURANCE PREMIUMS	\$ 237,600.00	\$ 128,765.06	\$ 15,105.58	\$ 190,000.00	\$ 143,077.63	\$ 18,578.70	\$ 14,312.57
1803033 TECHNOLOGY DAMAGE RESTITUTIONS	\$ 4,000.00	\$ 883.95	\$ 147.25	\$ 0.00	\$ 1,776.61	\$ 77.99	\$ 892.66
1803035 SCHOOL REIMBURSEMENTS/AMAZON REFUNDS	\$ 16,000.00	\$ 12,873.09	\$ 563.25	\$ 15,000.00	\$ 16,995.33	\$ 2,496.61	\$ 4,122.24
1899030 DONATIONS, PRIVATE CONTRIBUTIONS, GI	\$ 0.00	\$ 21.25	\$ 0.00	\$ 0.00	\$ 783.94	\$ 0.00	\$ 762.69
1899050 SALES OF SUPPLIES	\$ 15,000.00	\$ 31,261.19	\$ 5,197.00	\$ 15,000.00	\$ 22,759.14	\$ 1,626.00	\$ 8,502.05
1899080 SALE OF SCHOOL BUSES	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 0.00
1899100 INSURANCE REIMBURSEMENTS & ADJUSTMEN	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,072.57	\$ 0.00	\$ 4,072.57
1899120 OTHER FUNDS: INTEREST EARNED	\$ 0.00	\$ 104,773.71	\$ 0.00	\$ 0.00	\$ 8,780.27	\$ 7,273.01	\$ 95,993.44
1899124 DUAL ENROLLMENT	\$ 5,000.00	\$ 0.00	\$ 0.00	\$ 38,500.00	\$ 0.00	\$ 0.00	\$ 0.00
1900110 E-RATE: CAT 2 EQUIP	\$ 0.00	\$ 311,894.17	\$ 0.00	\$ 215,000.00	\$ 0.00	\$ 0.00	\$ 311,894.17
1900120 E-RATE: CAT 1 COMM	\$ 90,000.00	\$ 118,156.64	\$ 0.00	\$ 90,000.00	\$ 76,995.00	\$ 0.00	\$ 41,161.64
1901020 OTHER PAYMENTS FROM ANOTHER COUNTY/C	\$ 544,953.00	\$ 0.00	\$ 0.00	\$ 561,805.00	\$ 98,006.50	\$ 0.00	\$ 98,006.50
1901025 MEDICAID REIMBURSEMENT EPSDT	\$ 0.00	\$ 5,197.76	\$ 0.00	\$ 0.00	\$ 30.00	\$ 0.00	\$ 5,167.76
8442505 GHS OUTDOOR LEARNING FACILITY-LOCAL	\$ 320,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
8442510 RHS OUTDOOR LEARNING FACILITY-LOCAL	\$ 1,200,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
8442515 THSOUTDOOR LEARNING FACILITY-LOCAL M	\$ 1,200,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
100 LOCAL FUNDS	\$ 3,743,553.00	\$ 803,912.83	\$ 29,254.30	\$ 1,338,305.00	\$ 472,594.88	\$ 31,138.83	\$ 331,317.95
PJT 200 STATE FUNDS							
2101920 ARP-HOMELESS CHILDREN AND YOUTH	\$ 0.00	\$ 9,943.97	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 9,943.97
2402020 BASIC SCHOOL AID - SOQ PAYMENTS	\$ 20,658,740.00	\$ 14,225,662.32	\$ 1,800,882.17	\$ 21,307,426.00	\$ 13,832,518.64	\$ 1,650,336.09	\$ 393,143.68
2402030 ISAP	\$ 24,608.00	\$ 2,724.34	\$ 2,724.34	\$ 24,698.00	\$ 2,734.22	\$ 2,734.22	\$ 9.88
2402040 REMEDIAL SUMMER SCHOOL	\$ 145,044.00	\$ 17,054.73	\$ 11,369.82	\$ 118,988.00	\$ 28,211.19	\$ 18,807.46	\$ 11,156.46
2402050 REGULAR FOSTER CHILDREN EDUCATION	\$ 116,343.00	\$ 0.00	\$ 0.00	\$ 173,648.00	\$ 0.00	\$ 0.00	\$ 0.00
2402070 EDUCATION OF THE GIFTED - SOQ	\$ 211,484.00	\$ 141,830.56	\$ 16,520.12	\$ 213,068.00	\$ 142,107.50	\$ 17,797.12	\$ 276.94
2402080 REMEDIAL EDUCATION-SOQ PAYMENTS	\$ 822,863.00	\$ 551,849.36	\$ 64,278.42	\$ 829,030.00	\$ 553,018.32	\$ 69,306.92	\$ 1,168.96
2402110 COMPENSATION SUPPLEMENT	\$ 3,032,075.00	\$ 2,153,368.68	\$ 302,148.84	\$ 1,354,462.00	\$ 840,085.80	\$ 129,756.56	\$ 1,313,282.88
2402120 SPECIAL EDUCATION SOQ	\$ 3,056,899.00	\$ 2,050,095.37	\$ 238,791.40	\$ 3,083,680.00	\$ 2,056,329.12	\$ 257,334.96	\$ 6,233.75

TAZEWELL CO PUBLIC SCHOOLS
FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
Executed By: jcox

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ACCOUNT/DESCRIPTION		2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
2402170	VOCATIONAL EDUCATION SOQ	\$ 769,031.00	\$ 515,747.15	\$ 60,073.22	\$ 774,794.00	\$ 516,320.69	\$ 64,427.08	\$ 573.54-
2402210	SOCIAL SECURITY BENEFITS-INSTRUCTION	\$ 1,345,804.00	\$ 902,557.77	\$ 105,128.30	\$ 1,355,890.00	\$ 904,240.86	\$ 113,200.28	\$ 1,683.09-
2402230	TEACHER RETIREMENT INSTRUCTIONAL	\$ 3,133,802.00	\$ 2,101,670.05	\$ 244,798.74	\$ 3,157,286.00	\$ 2,105,592.60	\$ 263,597.36	\$ 3,922.55-
2402280	EARLY INTERVENTION	\$ 250,082.00	\$ 63,657.00	\$ 42,438.00	\$ 341,778.00	\$ 67,446.27	\$ 44,964.18	\$ 3,789.27-
2402410	GROUP LIFE INSTRUCTIONAL	\$ 96,129.00	\$ 64,468.40	\$ 7,509.14	\$ 96,849.00	\$ 64,588.64	\$ 8,085.84	\$ 120.24-
2402460	SPECIAL EDUCATION HOMEBOUND	\$ 97,081.00	\$ 32,463.60	\$ 16,231.80	\$ 51,084.00	\$ 22,939.81	\$ 11,469.91	\$ 9,523.79
2402520	CTE-EQUIPMENT	\$ 54,640.00	\$ 0.00	\$ 0.00	\$ 35,739.00	\$ 0.00	\$ 0.00	\$ 0.00
2402650	AT-RISK SOQ/INCENTIVE FUNDS 502000	\$ 3,065,156.00	\$ 2,076,662.56	\$ 253,369.86	\$ 1,625,828.00	\$ 1,468,319.38	\$ 6,716.40	\$ 608,343.18
2402651	AT-RISK LOTTERY FUNDS 608150	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,436,486.00	\$ 394,292.46	\$ 262,861.64	\$ 394,292.46-
2402750	K-3 PRIMARY CLASS SIZE	\$ 1,252,151.00	\$ 337,906.92	\$ 225,271.28	\$ 1,205,403.00	\$ 337,962.81	\$ 225,308.54	\$ 55.89-
2402860	INFRASTRUCTURE & OPERATIONS PER PUPIL	\$ 1,578,414.00	\$ 417,555.54	\$ 278,370.36	\$ 1,570,770.00	\$ 428,809.08	\$ 285,872.72	\$ 11,253.54-
2402910	MENTOR TEACHER PROGRAM	\$ 5,415.00	\$ 1,486.08	\$ 990.72	\$ 5,973.00	\$ 0.00	\$ 0.00	\$ 1,486.08
2403070	JOBS FOR VA GRADUATES	\$ 30,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
2403080	SALES TAX-1 CENT	\$ 6,697,233.00	\$ 4,270,567.56	\$ 593,070.58	\$ 6,811,417.00	\$ 5,291,813.48	\$ 780,702.06	\$ 1,021,245.92-
2403090	ESL (ENGLISH SECOND LANGUAGE)	\$ 7,922.00	\$ 6,207.22	\$ 1,277.44	\$ 2,263.00	\$ 2,705.37	\$ 986.40	\$ 3,501.85
2403120	SALES TAX-1/8 CENT	\$ 735,878.00	\$ 530,399.64	\$ 71,894.70	\$ 840,911.00	\$ 560,779.80	\$ 81,505.94	\$ 30,380.16-
2404050	SOL ALGEBRA READINESS	\$ 118,388.00	\$ 30,740.73	\$ 20,493.82	\$ 118,574.00	\$ 32,286.27	\$ 21,524.18	\$ 1,545.54-
2404450	PROJECT GRADUATION	\$ 11,668.00	\$ 3,182.19	\$ 2,121.46	\$ 11,668.00	\$ 3,182.19	\$ 2,121.46	\$ 0.00
2408160	VISION SCREENING GRANT	\$ 0.00	\$ 11,053.00	\$ 0.00	\$ 0.00	\$ 11,305.00	\$ 0.00	\$ 252.00-
2408650	VIRGINIA PRESCHOOL INITIATIVE	\$ 882,637.00	\$ 204,526.64	\$ 136,351.09	\$ 895,068.00	\$ 203,299.19	\$ 133,795.74	\$ 1,227.45
2408890	VPI-AT RISK 3 YR OLDS	\$ 0.00	\$ 17,176.08	\$ 11,450.72	\$ 0.00	\$ 11,728.25	\$ 7,772.80	\$ 5,447.83
2408910	VPI-TEACHER TO STUDENT RATIO	\$ 0.00	\$ 13,045.08	\$ 8,696.72	\$ 0.00	\$ 16,261.52	\$ 10,610.79	\$ 3,216.44-
2408990	HOLD HARMLESS FOR REBENCH-COVID19	\$ 623,835.00	\$ 415,890.00	\$ 51,986.25	\$ 624,066.00	\$ 416,044.00	\$ 52,005.50	\$ 154.00-
2409000	SUPP GF PAY IN LIEU OF SALES TAX	\$ 1,131,788.00	\$ 754,525.32	\$ 94,315.67	\$ 458,084.00	\$ 305,389.32	\$ 38,173.67	\$ 449,136.00
2409010	SCHOOL CONSTRUCTION GRANT PROGRAM EN	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,534,122.00	\$ 1,568,742.20	\$ 241,344.95	\$ 1,568,742.20-
2409450	ALL IN VA INITIATIVE	\$ 0.00	\$ 1,376,176.68	\$ 393,193.33	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,376,176.68
2500000	MEDICAID REIMBURSEMENT FROM STATE	\$ 298,000.00	\$ 77,963.09	\$ 6,326.34	\$ 298,000.00	\$ 124,908.54	\$ 16,073.57	\$ 46,945.45-
4104050	VPSA TECHNOLOGY GRANT	\$ 776,000.00	\$ 0.00	\$ 0.00	\$ 388,000.00	\$ 388,000.00	\$ 0.00	\$ 388,000.00-
4104070	SCHOOL SECURITY SYSTEM GRANTS	\$ 250,000.00	\$ 15,428.00	\$ 0.00	\$ 250,000.00	\$ 417.88	\$ 0.00	\$ 15,010.12
200	STATE FUNDS	\$ 51,279,110.00	\$ 33,393,585.63	\$ 5,062,074.65	\$ 51,995,053.00	\$ 32,702,380.40	\$ 4,819,194.34	\$ 691,205.23
PJT 300 FEDERAL FUNDS								
1066500	FOREST RESERVE PAYMENTS	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 0.00
2102700	HVAC ARP-CSLFRF-COVID19	\$ 0.00	\$ 1,068,983.00	\$ 0.00	\$ 572,806.00	\$ 592,720.90	\$ 0.00	\$ 476,262.10
8401000	TITLE I-A GRANTS TO LEAS	\$ 2,220,723.00	\$ 2,136,817.03	\$ 0.00	\$ 1,402,170.00	\$ 1,376,240.29	\$ 75,867.46	\$ 760,576.74
8402700	TITLE VI-B IDEA 611: 430710	\$ 1,576,481.00	\$ 905,732.86	\$ 138,188.07	\$ 1,470,273.00	\$ 1,023,233.11	\$ 142,219.08	\$ 117,500.25-
8402701	TITLE VI-B IDEA 611 ARP: 4028700	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 43,582.48	\$ 14,019.98	\$ 43,582.48-
8404800	PERKINS CTE SECONDARY PROGRAMS	\$ 171,747.00	\$ 22,450.73	\$ 0.00	\$ 66,827.00	\$ 69,078.27	\$ 0.00	\$ 46,627.54-
8417300	IDEA 619 PRESCHOOL HANDICAPPED: 6252	\$ 57,655.00	\$ 21,742.30	\$ 2,365.44	\$ 52,724.00	\$ 30,590.71	\$ 1,027.00-	\$ 8,848.41-
8417301	IDEA 619 PRESCHOOL HANDICAPPED: 4028	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 7,484.50	\$ 2,899.00	\$ 7,484.50-
8435800	TITLE V-B-2 RURAL/LOW INCOME-CURRENT	\$ 260,000.00	\$ 173,972.71	\$ 0.00	\$ 103,535.00	\$ 40,641.14	\$ 0.00	\$ 133,331.57
8436500	TITLE III-A LANGUAGE ACQUISITION GRA	\$ 3,100.00	\$ 2,673.56	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,673.56
8436700	TITLE II-A-IMPROVING TEACHER QUALITY	\$ 258,800.00	\$ 348,918.91	\$ 0.00	\$ 350,276.00	\$ 21,402.58	\$ 0.00	\$ 327,516.33
8442400	TITLE IV-STUDENT SUPPORT	\$ 171,202.00	\$ 161,427.34	\$ 0.00	\$ 48,032.00	\$ 85,432.54	\$ 0.00	\$ 75,994.80

TAZEWELL CO PUBLIC SCHOOLS
FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
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ACCOUNT/DESCRIPTION		2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
8442500	CARES ACT ESSERF LEA ACTIVITIES: 601	\$ 3,889,898.00	\$ 13,133,888.23	\$ 6,592.76	\$ 11,937,265.00	\$ 835,023.17	\$ 0.00	\$12,298,865.06
8442505	GHS OUTDOOR LEARNING FACILITY	\$ 1,700,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
8442510	RHS OUTDOOR LEARNING FACILITY	\$ 500,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
8442515	THS OUTDOOR LEARNING FACILITY	\$ 500,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
8442523	ESSER FACILITIES UPGRADE: 600420	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 37,500.00	\$ 0.00	\$ 37,500.00-
8442524	ESSER SPED SVCS AND SUPPORT: 601730	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,852.19	\$ 0.00	\$ 2,852.19-
8442525	GEER WIFI AND MIFI ACCESS: 700370	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 848,920.00	\$ 0.00	\$ 848,920.00-
8442526	ESSER ED RECRUITMENT/RETENTION: 8683	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,850.00	\$ 1,850.00	\$ 1,850.00-
9335400	COVID-19 PUBLIC HEALTH WORKFORCE: 40	\$ 0.00	\$ 139,087.58	\$ 0.00	\$ 0.00	\$ 78,144.00	\$ 0.00	\$ 60,943.58
9990000	JROTC	\$ 55,000.00	\$ 36,401.22	\$ 6,222.57	\$ 55,000.00	\$ 31,723.91	\$ 6,046.89	\$ 4,677.31
9999903	ARP HOMELESS CHILDREN: WILLIAM & MAR	\$ 0.00	\$ 12,069.85	\$ 0.00	\$ 0.00	\$ 7,631.06	\$ 0.00	\$ 4,438.79
300	FEDERAL FUNDS	\$ 11,374,606.00	\$ 18,164,165.32	\$ 153,368.84	\$ 16,068,908.00	\$ 5,134,050.85	\$ 241,875.41	\$13,030,114.47
PJT 400 COUNTY FUNDS								
5105000	LOCAL APPROPRIATIONS: OPERATIONS	\$ 11,170,000.00	\$ 9,730,000.00	\$ 360,000.00	\$ 10,795,649.00	\$ 9,063,765.50	\$ 432,970.75	\$ 666,234.50
5105030	LOCAL APPROPRIATIONS: ACCRUED PAYROL	\$ 4,000,000.00	\$ 800,000.00	\$ 800,000.00	\$ 4,000,000.00	\$ 800,000.00	\$ 800,000.00	\$ 0.00
5105050	LOCAL APPROPRIATIONS: MECHATRONICS	\$ 140,000.00	\$ 119,992.54	\$ 0.00	\$ 140,000.00	\$ 102,190.05	\$ 0.00	\$ 17,802.49
400	COUNTY FUNDS	\$ 15,310,000.00	\$ 10,649,992.54	\$ 1,160,000.00	\$ 14,935,649.00	\$ 9,965,955.55	\$ 1,232,970.75	\$ 684,036.99
1	SCHOOL OPERATING FUND	\$ 87,745,609.00	\$ 63,011,656.32	\$ 6,404,697.79	\$ 91,211,587.00	\$ 48,274,981.68	\$ 6,325,179.33	\$14,736,674.64

TAZEWELL CO PUBLIC SCHOOLS
FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
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ACCOUNT/DESCRIPTION	2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
FD 4 FOOD SERVICE FUND							
PJT 000 BEGINNING BALANCE							
0000000 BEGINNING BALANCE	\$ 1,004,895.00	\$ 0.00	\$ 0.00	\$ 1,535,554.00	\$ 0.00	\$ 0.00	\$ 0.00
000 BEGINNING BALANCE	\$ 1,004,895.00	\$ 0.00	\$ 0.00	\$ 1,535,554.00	\$ 0.00	\$ 0.00	\$ 0.00
PJT 100 LOCAL FUNDS							
1612040 CAFETERIA SALES	\$ 75,000.00	\$ 73,466.34	\$ 28,762.26	\$ 50,000.00	\$ 50,302.52	\$ 0.00	\$ 23,163.82
1803030 REBATES AND REFUNDS	\$ 17,000.00	\$ 18,284.56	\$ 5,500.42	\$ 17,000.00	\$ 15,396.83	\$ 5,864.47	\$ 2,887.73
1899050 SALE OF SUPPLIES	\$ 0.00	\$ 7.00	\$ 0.00	\$ 0.00	\$ 199.00	\$ 0.00	\$ 192.00-
100 LOCAL FUNDS	\$ 92,000.00	\$ 91,757.90	\$ 34,262.68	\$ 67,000.00	\$ 65,898.35	\$ 5,864.47	\$ 25,859.55
PJT 200 STATE FUNDS							
2402150 SCHOOL LUNCH PROGRAM STATE MATCH	\$ 28,339.00	\$ 0.00	\$ 0.00	\$ 28,339.00	\$ 0.00	\$ 0.00	\$ 0.00
2403470 SCHOOL BREAKFAST INCENTIVE: STATE	\$ 67,927.00	\$ 11,744.76	\$ 7,829.84	\$ 49,500.00	\$ 8,219.03	\$ 5,479.35	\$ 3,525.73
2403475 GROCERY TAX HOLD HARMLESS	\$ 0.00	\$ 0.00	\$ 0.00	\$ 116,211.00	\$ 0.00	\$ 0.00	\$ 0.00
2403480 SCHOOL MEALS EXPANSION	\$ 16,024.00	\$ 0.00	\$ 0.00	\$ 16,024.00	\$ 0.00	\$ 0.00	\$ 0.00
2404340 BREAKFAST AFTER THE BELL	\$ 0.00	\$ 15,040.55	\$ 1,446.15	\$ 0.00	\$ 0.00	\$ 0.00	\$ 15,040.55
200 STATE FUNDS	\$ 112,290.00	\$ 26,785.31	\$ 9,275.99	\$ 210,074.00	\$ 8,219.03	\$ 5,479.35	\$ 18,566.28
PJT 300 FEDERAL FUNDS							
1055300 SCHOOL BREAKFAST PROGRAM	\$ 845,000.00	\$ 522,894.07	\$ 50,292.52	\$ 176,915.00	\$ 409,513.04	\$ 97,143.81	\$ 113,381.03
1055301 SNP SSO BREAKFAST: 411100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 108,581.61	\$ 0.00	\$ 108,581.61-
1055500 NSLP COMBINED	\$ 2,100,000.00	\$ 1,196,467.85	\$ 121,084.95	\$ 536,838.00	\$ 933,744.18	\$ 230,159.54	\$ 262,723.67
1055501 SNP SSO LUNCH: 411060	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 286,561.49	\$ 0.00	\$ 286,561.49-
1055502 SNP SCA FUNDS: 411080	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 90,749.85	\$ 0.00	\$ 90,749.85-
1055800 CACFP FOOD: 700270	\$ 1,500.00	\$ 2,672.47	\$ 522.68	\$ 0.00	\$ 1,140.49	\$ 173.29	\$ 1,531.98
1055801 CACFP CASH IN LIEU: 700280	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 84.90	\$ 12.90	\$ 84.90-
1055900 SFSP MEALS: 603020	\$ 68,000.00	\$ 28,669.30	\$ 0.00	\$ 1,560,450.00	\$ 22,072.88	\$ 0.00	\$ 6,596.42
1055901 SFSP SPONSOR ADMIN: 603030	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,273.64	\$ 0.00	\$ 2,273.64-
1064900 PANDEMIC EBT ADMINISTRATIVE COSTS	\$ 0.00	\$ 6,180.00	\$ 0.00	\$ 0.00	\$ 3,135.00	\$ 0.00	\$ 3,045.00
300 FEDERAL FUNDS	\$ 3,014,500.00	\$ 1,756,883.69	\$ 171,900.15	\$ 2,274,203.00	\$ 1,857,857.08	\$ 327,489.54	\$ 100,973.39-
4 FOOD SERVICE FUND	\$ 4,223,685.00	\$ 1,875,426.90	\$ 215,438.82	\$ 4,086,831.00	\$ 1,931,974.46	\$ 338,833.36	\$ 56,547.56-

TAZEWELL CO PUBLIC SCHOOLS
FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
Executed By: jcox

Page: 5
Date: 03/01/24
Time: 20:00:25

ACCOUNT/DESCRIPTION	2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
FD 5 TEXTBOOKS FUND							
PJT 000 BEGINNING BALANCE							
00000000 BEGINNING BALANCE	\$ 1,127,082.00	\$ 0.00	\$ 0.00	\$ 1,211,040.00	\$ 0.00	\$ 0.00	\$ 0.00
000 BEGINNING BALANCE	\$ 1,127,082.00	\$ 0.00	\$ 0.00	\$ 1,211,040.00	\$ 0.00	\$ 0.00	\$ 0.00
PJT 100 LOCAL FUNDS							
1899300 FINES FOR DAMAGED BOOKS	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 47.21	\$ 0.00	\$ 47.21-
PJT 200 STATE FUNDS							
2402140 TEXTBOOKS-SOQ	\$ 508,992.00	\$ 341,373.19	\$ 39,762.46	\$ 512,836.00	\$ 342,008.50	\$ 42,814.88	\$ 635.31-
200 STATE FUNDS	\$ 508,992.00	\$ 341,373.19	\$ 39,762.46	\$ 512,836.00	\$ 342,008.50	\$ 42,814.88	\$ 635.31-
5 TEXTBOOKS FUND	\$ 1,636,074.00	\$ 341,373.19	\$ 39,762.46	\$ 1,723,876.00	\$ 342,055.71	\$ 42,814.88	\$ 682.52-

TAZEWELL CO PUBLIC SCHOOLS
 FD-PJT-REV REVENUE FISCAL PERIOD COMPARISON REPORT
 Executed By: jcox

Page: 6
 Date: 03/01/24
 Time: 20:00:25

ACCOUNT/DESCRIPTION	2024 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	2023 ESTIMATED REVENUE	YEAR-TO-DATE ACTUAL REVENUES	FEBRUARY ACTUAL REVENUES	DIFFERENCE YEAR-TO-DATE
-----	=====	=====	=====	=====	=====	=====	=====
GRAND TOTAL	\$ 93,605,368.00	\$ 65,228,456.41	\$ 6,659,899.07	\$ 97,022,294.00	\$ 50,549,011.85	\$ 6,706,827.57	\$14,679,444.56

This is a draft copy of the February 12, 2024 minutes and is subject to amendment. Minutes do not become official until approved by the School Board.

VIRGINIA: At a regular meeting of the Tazewell County School Board Disciplinary Committee held at the Tazewell County Career and Technical Center - Student Center at 12:30 p.m. on February 12, 2024

COMMITTEE Chris Moir, School Board Chair

MEMBERS Irene Mullins, School Board Member

PRESENT: David Woodard, School Board Member

OTHERS Dr. Chris Stacy, Division Superintendent

PRESENT: James McGee, Director of Secondary Education

Timothy Stine, Assistant Principal, Tazewell Middle School

Patrick Buckner, Assistant Principal, Graham High School

Chair Moir called the meeting to order at 12:30 p.m.

Pursuant to section 2.2-3711 of the Code of Virginia, a motion was made by Mrs. Mullins, seconded by Mr. Woodard, and passed 3-0 to convene to a closed session for the purpose of discussing the following specific matter:

Students – Discussion or consideration of admission or disciplinary matters concerning students as authorized by Section 2.2-3711 A 2 of the Code of Virginia.

The Committee returned to open session at 1:59 p.m. In accordance with the Freedom of Information Act, a roll call vote was taken in which all members affirmed that only public business matters lawfully exempted from open meetings, as identified in the motion for closed session, were heard, discussed, or considered by the Tazewell County School Board Disciplinary Committee.

Student Actions

Mrs. Mullins made a motion that Student A be placed in In-School at Graham High School until review in March 2024. Mr. Woodard seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that Student B be placed online for the remainder of the 2023-2024 school year and be scheduled for a review in July 2024. Mr. Woodard seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that Student C be placed in the Placement Academy until review in March 2024. Mr. Woodard seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that Student D remain in homebound and be scheduled for a review in April 2024. Mr. Woodard seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion to adjourn at 2:01 p.m. Mr. Woodard seconded the motion, and the Committee unanimously approved.

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Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: Student Update

ENCLOSURE:

SUMMARY: Ashton Rowe, Tazewell Area Student Representative, will share an update on the Tazewell area schools with the School Board.

RECOMMENDATION: NA

March 11, 2024

SUBJECT: Recognition of February being Career and Technical Education Month

ENCLOSURE:

SUMMARY: February was Career and Technical Education month. CTE Month is a public awareness campaign that takes place each February to celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country. Career and technical directly prepares students for high-wage, high-demand careers and covers many different fields. CTE encompasses many different types of education, from classroom learning to certification programs to work-based learning opportunities outside the classroom.

Mrs. Hurley will share information regarding the CTE Program in Tazewell County with Board members.

RECOMMENDATION: NA

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March 11, 2024

SUBJECT: **Recognition of Student Achievements from Graham High School, Richlands High School, Tazewell High School and Tazewell County Career and Technical Center**

ENCLOSURE: Lists of student recognitions by school

SUMMARY: Principals will share many recent student achievements with Board members.

RECOMMENDATION: NA

GHS Recognitions 2024

Concord University's 2023 Business Challenge Results

Sponsor - Mr. Mike Blevins

12 different High School groups, over 350 students competed.

Graham High School placed 2nd overall

Brandon Waschler received a \$1,000 scholarship

Emily Spaulding placed 1st with her Business Plan

John Thompson placed 1st in Management & Entrepreneurship Principles

Terun Wood placed 1st in Microsoft Office Concepts

Francesca Edwards placed 2nd in Economics

Sam Tibbs placed 3rd in Economics

Micah Ferguson placed 3rd in Marketing Principles

Leah Williams 3rd Business Communications

Graham DECA Top 5 Finishers at the District Leadership Conference! First and Second place finishers automatically qualify for the State Leadership Conference.

Sponsor: Dee Shoemaker

Reagan Tolley – 1st Place – Human Resource Management

Maddox Sorah – 1st Place – Business Finance

Nathaly Du – 1st Place – Retail Merchandising

Elise Jacobs – 1st Place – Personal Financial Literacy

Caleb Cumbow – 1st Place – Job Interview

Danielle Folks – 2nd Place – Quick Serve Restaurant Management

Madeline Young – 2nd Place – Food Marketing

Joselyn Pruitt – 2nd Place – Social Media

Ashlynn Sarver – 3rd Place – Food Marketing
Ellie Williams – 3rd Place – Hotel and Lodging Management
Sam Tibbs – 3rd Place – Human Resource Management
Kami Newman – 3rd Place – Principles of Business Management
and Administration
Rylee Richardson – 3rd Place - Selling
Leah Williams – 4th Place – Apparel and Accessories
Bella Kaklis – 4th Place – Sports and Entertainment Marketing
Ryleigh West – 4th Place – Job Interview
Stevie Sparks – 4th Place – Social Media
Marcus Protti-Lawrence – 5th Place – Entrepreneurship
Isabel Douthat – 5th Place – Hotel and Lodging Management
Baila Turner – 5th Place – Marketing Communications
Dylan Nash – 5th Place – Sports and Entertainment Marketing
Natalie Waller – 5th Place – Social Media

Top 10 at State

Danielle Folks - Quick Service Restaurant Management

FBLA

Sponsor: Mrs. Beth Swinney

45 students competed and will find out state qualifiers on
Wednesday, March 6, 2024

Athletics

Football - State Semifinals

Competition Cheer - State Champions

Tristan Hass State Runner Up in Wrestling

Boys Basketball - State Semifinals

RHS 2023/2024

School Board Recognition

Band-Mr. Miller

-Alex Dotson-1st Place on Alto Saxophone in the region

All-District Band Students

Taven Blankenship

Chase Jewell

Jacob Owens

Carley Shelton

Trey Taylor

ROTC-Mr. Vanover

-Gavin Littrell selected for a 4-year Air Force Commanders' in College Scholarship

Scholastic Bowl Team Coach Chris Hale

SWD Regular Season and Tournament Champs

Owen Bales

Jadyn Daniels

Zoie Elswick

Tristan Jones

Gavin Littrell

Braylee Griffith

Chase Jewell

Emily Vandyke

Rianna Addison

Abby Arney

Sam Horn

Eliza Culbertson

Bayleigh Sturgill

Below are the individual VHSL awards for my Scholastic Bowl players.

Owen Bales--All-District First Team; All-Region 2D First Team

Gavin Littrell--All-District First Team; All-Region 2D Second Team

Emily Vandyke--All-District Second Team

Wrestling-Coach Frank Daugherty

-State Wrestling Place Winners

-Brenden Phillips 3rd

-Wyatt Spencer 3rd

-Kaden Dupree 4th

-Andrew Boyd 6th

-Blake Hurt 6th

-Kendi Dye 6th (Girls State Tournament)

Indoor Track

-State Meet

-Ezekiel Mullins 8th place shot put

DECA-Paula Bandy

State Placers and National Qualifiers

Aidan Blankenship

Thomas Romeo

THS Student Recognitions at Board Meeting

Band

Clayton Hilt was 1st Chair for Clarinet in District 7. Clayton also auditioned for All-State band.

Swim Team

Bella Davis- 3rd place in 100 freestyle and 4th in 50 freestyle

Kim Nguyn- 4th in 200 freestyle and 12th in the 50 freestyle

Maddy Sawyers- 11th in the 200 and 500 freestyle

The THS swim team finished 9th overall in the state.

Indoor Track

Girls team was Region 2D champions.

Abigail Rhudy set 3 school records this year in the 300m, 500m, and 1000m. Abigail was the State Champion (for the 3rd year in a row) in the 500M and also set a new state record.

Landri Lallande finished 6th in the State in the shot put.

Competition Cheer

Tazewell High School Competition Cheer competed in Orlando, FL for the UCA National Cheer Competition.

DECA

Taryn Stiltner and Jaden Redd placed 3rd at State Deca in Business Solutions. They will compete in National DECA competition in Anaheim California.

TCCTC

Thomas	Steele	1ST PLACE	YES	Automotive Maintenance and Light Repair	Contestant
Ronin	Loulies	1ST PLACE	YES	Automotive Refinishing Technology	Contestant
Nickelas	Stacey	1ST PLACE	YES	Automotive Service Technology	Contestant
Ashley	Shelton	1ST PLACE	YES	Barbering	Contestant
Sean Dillon	Stout	1ST PLACE	YES	Cabinetmaking	Contestant
Justin	Kinder	1ST PLACE	YES	Carpentry	Contestant
Alana	Capshaw	1ST PLACE	YES	Community Service	Contestant
Dalton Scott	Golcher	1ST PLACE	YES	Community Service	Contestant
Ella	Lawson	1ST PLACE	YES	Community Service	Contestant
Braelyn	Honaker	1ST PLACE	YES	Cosmetology	Contestant
Kendi	Dye	1ST PLACE	YES	Criminal Justice	Contestant
Kenneth "KZ"	Rose	1ST PLACE	YES	Diesel Equipment Technology	Contestant
Savannah	Shouse	1ST PLACE	YES	Esthetics	Contestant
Mikayla	Linkous	1ST PLACE	YES	esthetics model	Nail Care/Esthetics/Total Fantasy Model
Charity	Smalling	1ST PLACE	YES	fantasy model	Nail Care/Esthetics/Total Fantasy Model
Haley	Reynolds	1ST PLACE	YES	First Aid-CPR	Contestant
Zoe	Quinn	1ST PLACE	YES	Job Skill Demonstration A	Contestant
James Ryan	Perkins	1ST PLACE	YES	Marine Service Technology	Contestant
Dylan James	Belcher	1ST PLACE	YES	Masonry	Contestant
Thomas	Cole	1ST PLACE	YES	Mechatronics	Contestant
Julius	Pridgen	1ST PLACE	YES	Mechatronics	Contestant
Alyssa	Bandy	1ST PLACE	YES	Motorcycle Service Technology	Contestant
Stephen	Muncy	1ST PLACE	YES	Power Equipment Technology	Contestant
Austin	Walls	1ST PLACE	YES	Robotics and Automation Technology	Contestant
Blake	Zinsmeister	1ST PLACE	YES	Robotics and Automation Technology	Contestant
Austin	Miller	1ST PLACE	YES	TeamWorks	Contestant
Ethan	Deel	1ST PLACE	YES	TeamWorks	Contestant
Matthew	Shirey	1ST PLACE	YES	TeamWorks	Contestant
Orion	Mustard	1ST PLACE	YES	TeamWorks	Contestant
Jayla	Farmer	1ST PLACE	YES	Total Fantasy Fashion Look	Contestant
Kydalynn	Brown	1ST PLACE	YES	Total Fantasy Fashion Look	Contestant
Autumn	Hurd	2ND PLACE	YES	Crime Scene Investigation	Contestant
Maya	Blevins	2ND PLACE	YES	Crime Scene Investigation	Contestant

Zoie	Dowdy	2ND PLACE	YES	Crime Scene Investigation	Contestant
Ashlynn	Brunty	2ND PLACE	YES	Diesel Equipment Technology	Contestant
Stephanie	Wingo	2ND PLACE	YES	Esthetics	Contestant
Samantha	Brewster	2ND PLACE	YES	esthetics model	Nail Care/Esthetics/Total Fantasy Model
Makayla	Matney	2ND PLACE	YES	First Aid-CPR	Contestant
Trenton	Grimm	2ND PLACE	YES	Marine Service Technology	Contestant
Trinity	Phillips	2ND PLACE	YES	Masonry	Contestant
Raygan	Vance	2ND PLACE	YES	Mechatronics	Contestant
Crystal ryan	Large	2ND PLACE	YES	Mechatronics	Contestant
Aysia	Hammond	2ND PLACE	YES	Nail Care	Contestant
Katie	Blevins	2ND PLACE	YES	nail model	Nail Care/Esthetics/Total Fantasy Model
Hope	Looney	2ND PLACE	YES	Power Equipment Technology	Contestant
Jacob	Bowden	3RD PLACE	YES	Diesel Equipment Technology	Contestant
Brett	Bishop	3RD PLACE	YES	First Aid-CPR	Contestant

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March 11, 2024

SUBJECT: **National Middle School Education Month**

ENCLOSURE: NA

SUMMARY: Mr. McGee will share information regarding National Middle School Education Month. This annual recognition provides a special opportunity to focus on the middle grades, a very important time in the education of children.

RECOMMENDATION: NA

March 11, 2024

SUBJECT:

End of the School Year Information

- Status of instructional days
- Graduation date
- Last day of school for students and teachers

ENCLOSURE:

NA

SUMMARY:

Dr. Stacy will share information pertaining to the instructional days and ask Board approval to set the graduation date and the last day of school for students and teachers.

- Last day of school for students – _____
- Last day of school for teachers – _____
- Graduation date – _____

RECOMMENDATION:

That the Tazewell County School Board approve _____ as the last day of school for students; _____ as the last day of school for teachers; and _____ as the date for graduation.

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March 11, 2024

SUBJECT: **Certification of Virtual/Remote Learning Days**

ENCLOSURE: NA

SUMMARY: Dr. Stacy will ask the Board to certify that virtual/remote learning days were used on the following dates:

- January 18, 2024 – all schools
- January 22, 2024 – all schools
- January 23, 2024 – all schools

RECOMMENDATION: That the Tazewell County School Board certify that virtual/remote learning days were used during the 2023-2024 school year on January 18th, January 22nd, and January 23rd.

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March 11, 2024

SUBJECT: **Appointment of School Board Member to the Region VII Virtual Academy Board**

ENCLOSURE: NA

SUMMARY: Dr. Stacy will ask Board members to appoint one member to serve on the Region VII Virtual Academy Board.

RECOMMENDATION: That the Tazewell County School Board appoint _____ to serve on the Region VII Virtual Academy Board.

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March 11, 2024

SUBJECT: **Approval of Quote for Lights at the Richlands High School Baseball Field**

ENCLOSURE: Quote from MUSCO

SUMMARY: Mr. Parkhurst will ask board members to approve the quote from MUSCO in the amount of \$337,848.00 for lights at the Richlands High School Baseball Field.

RECOMMENDATION: That the Tazewell County School Board approve the quote from MUSCO in the amount of \$337,848.00 for lights at the Richlands High School Baseball Field.

Date: 2/19/24

Project: Richlands HS Baseball
Richlands, VA
Project #202332

James Madison University/VASCUPP

Master Project: 189427 Contract Number: UCPJMU6542 Expiration: 2/18/2025

Service: Theatrical, Athletic Field, and Specialty Lighting

All purchase orders should note the following:

JMU/VASCUPP purchase – contract number UCPJMU6542

*Pricing furnished is effective for 60 days unless otherwise noted and is considered confidential.**Formal Scope of work to follow.***Baseball/330'/350'/330' Quotation Price – Materials Delivered to Job Site and Installation**

VASCUPP Materials Cost (320'/360'/320' Field Size Used from VASCUPP Price List)	\$327,409.00
5% Windspeed Adder to increase to 115 mph	\$16,370.00
Musco Materials Discount	(\$145,869.00)
Installation	\$138,090.00
• Includes \$7,500.00 allowance for rock drilling	
Total Materials and Installation	\$336,000.00
Adder for Bonding (If required)	\$1,848.00

Light-Structure System™ with Total Light Control – TLC for LED™ technology**Guaranteed Lighting Performance**

- Guaranteed light levels of **50 FC Infield and Uniformity of 2:1 and 30 FC Outfield and Uniformity of 2.5:1**
- BallTracker® technology – targeted light, optimizing visibility of the ball in play with no glare in the players typical line-of-sight

System Description

- (6) Pre-cast concrete bases with integrated lightning grounding
- (6) Galvanized steel poles
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- Factory wired poletop luminaire assemblies
- Factory aimed and assembled luminaires
- UL Listed assemblies

Control Systems and Warranty Services

- Control-Link® control and monitoring system to provide remote on/off and dimming (high/medium/low) control and performance monitoring with 24/7 customer support
- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 25 years

Payment Terms

Musco's Credit Department will provide payment terms.

Email or fax a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC

Attn: Taylor Koot

Fax: 800-374-6402

Email: musco.contracts@musco.com

All purchase orders should note the following:

JMU/VASCUPP purchase – contract number UCPJMU6542



Delivery Timing

8 - 12 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.

Notes

Quote is based on:

- Shipment of entire project together to one location.
- Structural code and wind speed = 2018 IBC, 115 mph, Exposure C, Risk Factor 1.
- Owner is responsible for getting electrical power to the site, coordination with the utility, and any power company fees.
- Confirmation of pole locations prior to production.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Steve Wiley, Sales Representative
Musco Sports Lighting, LLC
Phone: 804-836-6785
E-mail: steve.wiley@musco.com



**Richlands HS Baseball
Richlands, VA
Turnkey Scope of Work**

Customer Responsibilities:

1. Complete access to the site for construction utilizing standard 2-wheel drive rubber tire equipment.
2. Locate existing underground utilities not covered by your local utilities. (i.e. water lines, electrical lines, irrigation systems, and sprinkler heads). Musco or Subcontractor will not be responsible for repairs to unmarked utilities.
3. Locate and mark field reference points per Musco supplied layout. (i.e. home plate, center of FB field)
4. Pay for extra costs associated with foundation excavation in non-standard soils (rock, caliche, high water table, collapsing holes, etc.) or soils not defined in geo-technical report. Standard soils are defined as soils that can be excavated using standard earth auguring equipment.
5. Pay any power company fees and requirements.
6. Provide area on site for disposal of spoils from foundation excavation.
7. Provide area on site for dumpsters.

Musco Responsibilities:

1. Provide required foundations, poles, electrical enclosures, luminaires, wire harnesses, and control cabinets.
2. Provide layout of pole locations and aiming diagram.
3. Provide Project Management as required.
4. Provide stamped foundation designs based on soils that meet or exceed those of a Class 5 material as defined by 2018 IBC Table 1806.2.
5. Assist our installing subcontractor and ensure our responsibilities are satisfied.

Subcontractor Responsibilities

General:

1. Obtain any required permitting.
2. Contact your local udig for locating underground public utilities and then confirm they have been clearly marked.
3. Contact the facility owner/manager to confirm the existing private underground utilities and irrigation systems have been located and are clearly marked to avoid damage from construction equipment. Notify owner and repair damage to marked utilities. Notify owner and Musco regarding damage which occurred to unmarked utilities.
4. Provide labor, equipment, and materials to off load equipment at jobsite per scheduled delivery.
5. Provide storage containers for material, (including electrical components enclosures), as needed.
6. Provide necessary waste disposal and daily cleanup.
7. Provide adequate security to protect Musco delivered products from theft, vandalism or damage during the installation.
8. Keep all heavy equipment off playing fields when possible. Repair damage to grounds which exceeds that which would be expected. Indentations caused by heavy equipment traveling over dry ground would be an example of expected damage. Ruts and sod damage caused by equipment traveling over wet grounds would be an example of damage requiring repair.
9. Provide startup and aiming as required to provide complete and operating sports lighting system.
10. Installation to commence upon delivery and proceed without interruption until complete. Notify Musco immediately of any breaks in schedule or delays.
11. Pay all permitting fees and obtain the required electrical permitting.
12. Provide sealed Electrical Plans. (If required)

13. Basic landscaping over disturbed areas.

Foundations, Poles, and Luminaires:

1. Mark and confirm pole locations per the aiming diagram provided. If there are any issues, immediately notify your Musco Project Manager.
2. Provide labor, materials, and equipment to install 6 LSS foundations as specified on Layout and per the stamped foundation drawings, if applicable.
3. Remove spoils and dispose of off site.
4. Provide labor, materials, and equipment to assemble Musco TLC-LED luminaires, electrical component enclosures, poles, and pole harnesses.
5. Provide labor, equipment, and materials to erect 6 dressed LSS Poles and aim utilizing the pole alignment beam.

Electrical:

1. Provide labor, materials, and equipment to reuse existing electrical service panels as required.
2. Provide labor, materials, and equipment to install conductors between contactor and pole mounted control boxes as required.
3. Provide labor, materials, and equipment to install all underground conduit, wiring, pull boxes etc. and terminate wiring as required.
4. Provide as-built drawings on completion of installation, **(if required)**.

Control-Link Control and Monitoring:

1. Provide labor, equipment, and materials to install Musco control and monitoring cabinet and terminate all necessary wiring.
2. Provide a dedicated 120 V 20 A controls circuit or a step-down transformer for 120 V control circuit if not available.
3. Check all zones to make sure they work in both auto and manual mode.
4. Commission Control-Link® by contacting Control-Link Central™ at 877-347-3319.

CODE OF CONDUCT

In order to maintain a high-quality jobsite and installation, Subcontractor represents to Musco that it has the supervision necessary to, and shall train, manage, supervise, monitor, and inspect the activities of its employees for the purpose of enforcing compliance with these safety requirements. Subcontractor acknowledges that Musco does not undertake any duty toward Subcontractor's employees to train, manage, supervise, monitor, and inspect their work activities for the purpose of enforcing compliance with these safety requirements, but Subcontractor agrees to abide by any reasonable recommendations made by Musco or Musco representatives with respect to safety.

Subcontractor agrees that it is or will be familiar with and shall abide by the safety rules and regulations of Musco and the Owner, including, but not limited to the Occupational Safety and Health Act of 1970 (OSHA), all rules and regulations established pursuant thereto, and all amendments and supplements thereto.

Subcontractor further agrees to require all its employees, subcontractors, and suppliers to comply with these requirements. Subcontractor shall also observe and comply with all laws with respect to environmental protection applicable to the Project.

Subcontractor shall require all its subcontractors, employees, visitors, suppliers, and agents under its direction to comply with the following:

1. GENERAL JOBSITE SAFETY AND CLEANLINESS.
 - a. Subcontractor's employees and agents shall be required to wear appropriate personal protective equipment including, but not limited to, safety glasses with side shields, work shoes, fall protection devices, and hard hats.
 - b. Where a walking or working surface has an unprotected side or edge which is six feet or more above a lower level, Subcontractor shall use guardrail systems, safety net systems, or personal fall arrest systems.
 - c. Jobsite shall be kept free of debris including, but not limited to, cardboard and packing materials which can become windborne.
 - d. Construction equipment shall be parked during non-use in an orderly fashion so as not to create inconvenience to others using the jobsite.
 - e. Subcontractor shall provide for and ensure the use of safety equipment for the Project in accordance with Musco's and Owner's safety requirements, to the extent these may be stricter than federal, state, or local standards, or generally recognized industry applicable standards.
 - f. Subcontractor shall provide the Musco project manager with an "Emergency List" showing Subcontractor's designated medical doctor, hospital, insurance company, and any other health service providers, such list to be updated within 24 hours of any change in the information provided.
 - g. Within eight (8) hours from the time of an accident (or such shorter period as laws may require), Subcontractor shall advise Musco of any accident resulting in injury to any person or damage to any equipment or facility. Upon request, Subcontractor shall promptly furnish Musco with a written report of any such accident as well as a copy of all insurance and worker's compensation claims involving the Project.
 - h. Subcontractor shall maintain and inspect all construction equipment, including cranes and other lifting equipment, prior to each use. Subcontractor warrants that all equipment operators shall be qualified for each piece of construction equipment they intend to operate. Documentation of specific training is the responsibility of the Subcontractor.
 - i. Jobsite shall be policed daily for compliance to the above conditions.
 - j. Subcontractor's employees and agents are prohibited from using drugs and alcohol on the Project property or being under the influence of alcohol or drugs while performing work on the Project. Anyone observed participating in or observed under the influence will be removed from the Project immediately and prohibited from returning, with no exceptions.

2. CONFORMANCE TO STANDARD MUSCO INSTALLATION GUIDELINES.
 - a. Review and understand installation instructions are provided with every product installation.
 - b. Education of installation personnel to allow for highest efficiency and lowest possibility of failure.
 - c. Verify that components have been assembled per Musco installation instructions.
 - d. Verify plumb of concrete foundations prior to standing of poles.
3. PROVIDING A QUALITY INSTALLATION TEAM.
 - a. Subcontractor's work directly reflects the quality of the installation and may indirectly relate to the quality of the product upon which Musco's reputation is built.
 - b. Provide and maintain quality installation equipment. Records of maintenance and/or calibration shall be provided upon request.
 - c. Personnel shall be knowledgeable in operation of equipment as well as installation of Musco product.
 - d. All personnel provided by Subcontractor shall understand the relationship developed by and between Subcontractor and Musco, also by and between Musco and the customer, and act accordingly.

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org



School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: **Approval of Quote for Fencing at the Richlands High School Baseball Field**

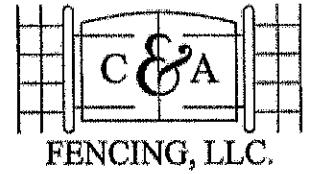
ENCLOSURE: Quote received

SUMMARY: Mr. Parkhurst will ask board members to approve the quote from LJL Fence Company in the amount of \$54,900.00 for fencing at the Richlands High School Baseball Field.

RECOMMENDATION: That the Tazewell County School Board approve the quote from LJL Fence Company in the amount of \$54,900.00 for fencing at the Richlands High School Baseball Field.

C&A FENCING, LLC
P.O. Box 1056
Cedar Bluff, VA 24609 US
276-971-4640
chrisperkins0508@gmail.com
<https://www.candafencing.com>

Estimate



ADDRESS
Richlands High School Baseball Field

ESTIMATE #	DATE
1330	01/05/2024

SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
Materials	Materials- 1200 ft. of 8ft black chain-link	1	29,000.00	29,000.00
Labor	Labor	1	14,000.00	14,000.00
Cement	Cement	1	1,500.00	1,500.00

Estimates are valid for 10 days.

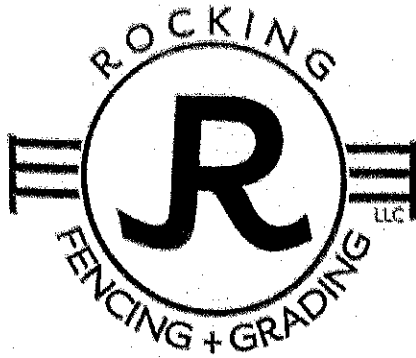
*All customers, please note that if rock is hit at any time over the course of the project, a jack hammer expense of \$60.00 per/hr will be added to the existing estimate cost. Thank you!

TOTAL

\$44,500.00

Accepted By

Accepted Date



ESTIMATE

ETHAN RATLIFF

276-345-7823

Rockingrfencingandgrading@gmail.com

250 Oak Circle Drive - Rosedale, VA 24280

Customer Information

Date: 12-29-23 Address: 175 Learning Ln.
Name: Richlands Elementary City: Richlands
Email: _____ State: Va.
Phone: _____ Zip: 24641

Description of Work

950 feet of 8 foot black vinyl chain link to be installed including 1-10' Gate and 1-20' Gate with safety cap.

All material prices subject to change after ten days.
If material prices change contractor will bill cost + 20%

Contractor will need to receive material cost 10 days prior to installation. Remaining balance to be paid on completion.

Materials: \$28,946.69

Labor: \$12,000.00

Misc: _____

Total: \$40,946.69

Customer: _____

Contractor: _____

Print

Download PDF



ESTIMATE

LJL Fence Company LLC
1103 College Estates Road
Cedar Bluff, VA, Virginia 24609
United States

(276)345-6871
www.ljlfencecompany.com

Bill to
Mark Gillespie
markgillespie4804@outlook.com

Estimate Number: 598
Estimate Date: December 20, 2023
Valid Until: January 19, 2024
Grand Total (USD): \$54,900.00

Items	Quantity	Price	Amount
Down Payment Down Payment to start job Richland's Baseball Field Black Chainlink	1	\$25,000.00	\$25,000.00
Paid on Completion Richlands baseball Field Black Chainlink	1	\$13,900.00	\$13,900.00
Down Payment Down Payment to start job Green Chainlink	1	\$10,100.00	\$10,100.00
Paid on Completion Tazewell Softball Field Green Chainlink	1	\$5,900.00	\$5,900.00

Total: \$54,900.00

Grand Total (USD): \$54,900.00

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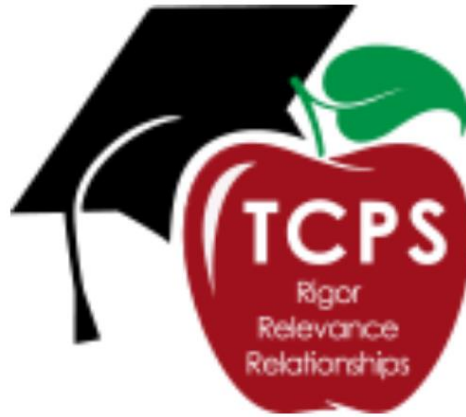
March 11, 2024

SUBJECT: **School Activity Fund Audit Reports**

ENCLOSURE: School Activity Fund Audit Report

SUMMARY: Ms. Cox will share the results of the School Activity Fund Audit.

RECOMMENDATION: NA



Tazewell County Public Schools

Tazewell County Public Schools Activity Funds – All Schools
Audited Financial Statements
For The Year Ended
June 30, 2023

**TAZEWELL COUNTY PUBLIC SCHOOLS
ACTIVITY FUNDS - ALL SCHOOLS
AUDITED FINANCIAL STATEMENTS
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**TAZEWELL COUNTY PUBLIC SCHOOLS
ACTIVITY FUNDS - ALL SCHOOLS
AUDITED FINANCIAL STATEMENTS
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**RONALD C. BOSTIC, CPA
GREGORY D. TUCKER, CPA**

**P.O. Box 505, Lebanon, VA 24266
(276) 889-3103 Fax: (276) 889-0229
www.bthcpa.com**

INDEPENDENT AUDITORS' REPORT

Members of the School Board
Tazewell County Public Schools
Tazewell, Virginia

Report on Financial Statements

We have audited the accompanying financial statements of Tazewell County Public Schools Activity Funds – All Schools which comprise the balance sheet as of June 30, 2023, and the related statement of revenues, expenses, and changes in fund balance for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used, and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the assets, liabilities, and fund balance of Tazewell County Public Schools Activity Funds – All Schools as of June 30, 2023, and the respective changes in fund balance for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements that comprise Tazewell County Public Schools Activity Funds – All Schools' basic financial statements. The statement of recorded cash receipts, disbursements, and fund balance – cash basis is presented for purposes of additional analysis and is not a required part of the basic financial statements. This statement is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the statement of recorded cash receipts, disbursements, and fund balance – cash basis is fairly stated in all material respects in relation to the basic financial statements as a whole.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 1, 2023, on our consideration of Tazewell County Public Schools Activity Funds – All Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Tazewell County Public Schools Activity Funds – All Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Tazewell County Public Schools Activity Funds – All Schools' internal control over financial reporting and compliance.

Bostic, Tucker & Company, PC

December 1, 2023
Lebanon, Virginia



**RONALD C. BOSTIC, CPA
GREGORY D. TUCKER, CPA**

**P.O. Box 505, Lebanon, VA 24266
(276) 889-3103 Fax: (276) 889-0229
www.bthcpa.com**

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the accompanying balance sheet of Tazewell County Public Schools Activity Funds - All Schools for the year ended June 30, 2023, and the related statement of revenues, expenses, and changes in fund balance for the year then ended, and the related notes to the financial statements, which comprise the Tazewell County Public Schools Activity Funds - All Schools' basic financial statements and have issued our report thereon dated December 1, 2023.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Tazewell County Public Schools Activity Funds - All Schools' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Tazewell County Public Schools Activity Funds - All Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Tazewell County Public Schools Activity Funds - All Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Tazewell County Public Schools Activity Funds - All Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bostic, Tucker & Company, PC

December 1, 2023
Lebanon, Virginia

TAZEWELL COUNTY PUBLIC SCHOOLS
BALANCE SHEET
JUNE 30, 2023

ASSETS

Current Assets	
Cash in banks	\$ 1,229,892
Accounts receivable	22,363
Due from primary government	<u>-</u>
Total Current Assets	<u>1,252,255</u>
	<u>\$ 1,252,255</u>
TOTAL ASSETS	

LIABILITIES AND FUND BALANCE

Current Liabilities	
Accounts payable	\$ 15,148
Due too primary government	<u>98,119</u>
Total Current Liabilities	<u>113,267</u>
Total Liabilities	113,267
Fund Balance	<u>1,138,988</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 1,252,255</u>

TAZEWELL COUNTY PUBLIC SCHOOLS
ACTIVITY FUNDS - ALL SCHOOLS
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 2023

REVENUES AND SUPPORT

General	\$ 337,928
Sports	766,976
Other school activities	<u>1,313,472</u>
TOTAL REVENUE AND SUPPORT	<u>2,418,376</u>

EXPENSES

General	517,215
Sports	725,147
Other school activities	<u>1,149,674</u>
TOTAL EXPENSES	<u>2,392,036</u>

FUND BALANCE

Change in fund balance	26,340
Fund balance, beginning	<u>1,112,648</u>
FUND BALANCE, ending	<u><u>\$ 1,138,988</u></u>

TAZEWELL COUNTY PUBLIC SCHOOLS ACTIVITY FUNDS – ALL SCHOOLS
NOTES TO FINANCIAL STATEMENTS

Note 1. Summary of Significant Accounting Policies

Basis of accounting:

The accompanying financial statements have been prepared using the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred.

Fund accounting:

The activity funds of each school presented in the supplementary information are organized based on separate fund accounts for different activities. Accounting procedures were those prescribed by the Tazewell County School Board.

Concentration of credit risk:

The School Activity Funds maintain cash balances at one financial institution. The balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. On June 30, 2023, the School Activity Funds' uninsured cash balance totaled \$94,526.

Use of estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could vary from the estimates that were used.

Use of estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could vary from the estimates that were used.

Note 2. Subsequent Events

Management has evaluated subsequent events through December 1, 2023, the date which the financial statements were available for issue.

Abbs Valley Elementary School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	523	1,056	\$ -	\$ 1,056	\$ 1,579	1,526	\$ -	\$ 1,526	\$ 53
AVBES PTO	5,413	8,818	-	8,818	14,231	6,511	-	6,511	7,721
Bookstore	458	1,588	-	1,588	2,045	1,288	-	1,288	757
Braves Books	153	-	-	-	153	-	-	-	153
Faculty/Staff Fund	137	790	-	790	927	905	-	905	22
Field Trips	-	229	-	229	229	180	49	229	-
Fifth Grade (5Th)	647	262	-	262	909	362	-	362	547
First Grade (1St)	1,244	302	-	302	1,546	335	342	677	870
Fourth Grade (4Th)	1,293	1,039	-	1,039	2,331	720	-	720	1,611
Fund Raising School Wide	16	207	-	207	223	-	-	-	223
Gifted	316	15	-	15	331	13	-	13	318
Ice Cream	808	11,195	-	11,195	12,003	11,221	68	11,289	713
Interest On Checking	4	5	-	5	9	0	-	-	9
Kindergarten	(256)	170	241	411	155	(15)	-	(15)	170
Library	395	4,594	-	4,594	4,989	4,200	-	4,200	789
Pre-K	2,845	100	-	100	2,945	327	127	454	2,491
Ronald Mcdonald House	-	354	-	354	354	354	-	354	-
School Boosters	457	317	-	317	774	824	-	824	(50)
Second Grade (2Nd)	1,170	131	42	173	1,343	456	-	456	887
Student Donations	20	400	-	400	420	290	-	290	130
Technology Damage Fees	-	118	-	118	118	-	-	-	118
Third Grade (3Rd)	(285)	-	300	300	15	-	-	-	15
United Way Fundraiser	-	16	3	19	19	19	-	19	-
Yearbook	1,959	4,109	-	4,109	6,068	4,458	-	4,458	1,610
	<u>\$ 17,317.6</u>	<u>35,813</u>	<u>586</u>	<u>36,399</u>	<u>53,717</u>	<u>33,975</u>	<u>586</u>	<u>34,561</u>	<u>19,156</u>
Represented by cash in banks:									
General	<u>17,318</u>								<u>19,156</u>
Total	<u>\$ 17,318</u>								<u>\$ 19,156</u>

Career and Technology Center
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 6,789	\$ 42,390	\$ 1,513	\$ 43,903	\$ 50,692	37,536	-	\$ 37,536	\$ 13,156
Adult Education	9,444	1,235	-	1,235	10,679	226	-	226	10,452
Auto Body	1,945	4,377	-	4,377	6,321	4,280	-	4,280	2,041
Auto Service	3,175	4,469	-	4,469	7,645	4,133	-	4,133	3,511
Carpentry	5,096	6,459	-	6,459	11,555	7,399	-	7,399	4,156
Cosmetology	345	1,045	-	1,045	1,390	665	-	665	726
Cosmo State Board Testing	-	-	500	500	500	344	-	344	156
Criminal Justice	-	-	-	-	-	-	-	-	-
Emt Class	139	140	-	140	278	140	-	140	138
Field Trips	399	-	-	-	399	-	-	-	399
Health Services	6,690	17	-	17	6,707	-	-	-	6,707
Heavy Duty Equipment	1,537	5,187	-	5,187	6,725	3,331	-	3,331	3,393
Hosa	-	4,214	-	4,214	4,214	2,440	-	2,440	1,774
Interest On Checking	22	16	-	16	38	-	-	-	38
Masonry	4,091	484	-	484	4,576	617	-	617	3,958
Poster Printer	1,348	162	-	162	1,510	728	-	728	782
Scholarships Tcctc	150	-	-	-	150	-	-	-	150
School Improvements	13	-	-	-	13	-	-	-	13
Skills Usa	13,454	32,076	-	32,076	45,530	38,427	2,013	40,440	5,091
Small Engine Repair	3,244	3,324	-	3,324	6,567	3,010	-	3,010	3,558
Taxes	322	98	-	98	420	92	-	92	328
Uniforms	15,000	19,067	-	19,067	34,067	19,067	-	19,067	15,000
Welding	1,164	1,408	-	1,408	2,572	1,882	-	1,882	690
	<u>\$ 74,367</u>	<u>\$ 126,169</u>	<u>\$ 2,013</u>	<u>\$ 128,182</u>	<u>\$ 202,548</u>	<u>\$ 124,318</u>	<u>\$ 2,013</u>	<u>\$ 126,331</u>	<u>\$ 76,218</u>
Represented by cash in banks:									
General	74,367								76,218
Total	<u>\$ 74,367</u>								<u>\$ 76,218</u>

Cedar Bluff Elementary
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 45,215	\$ 14,313	\$ 27,184	\$ 41,497	\$ 86,712	\$ 26,218	\$ -	\$ 26,218	\$ 60,494
Faculty/Staff Fund	2,564	2,279	-	2,279	4,843	3,229	20	3,249	1,594
Textbook	25	35	-	35	60	-	-	-	60
Yearbook	-	2,545	-	2,545	2,545	-	2,545	2,545	-
Music	240	171	-	171	411	8	-	8	403
Library	9,474	78	-	78	9,552	256	-	256	9,296
Gifted	328	90	-	90	418	132	-	132	286
Physical Education	434	-	-	-	434	-	-	-	434
Special Education	822	-	-	-	822	-	-	-	822
ESD/PBIS	3,505	2,731	-	2,731	6,236	2,444	45	2,489	3,747
Fund Raising School Wide	-	22,999	-	22,999	22,999	15,096	7,903	22,999	(0)
Hearts For House	-	919	-	919	919	909	10	919	-
Amer Heart Assoc/Hoops And Jum	-	155	10	165	165	165	-	165	-
Playground	1,000	-	-	-	1,000	-	-	-	1,000
Ice Cream	-	20,370	-	20,370	20,370	10,873	9,497	20,370	0
Fall Pictures	-	1,808	-	1,808	1,808	-	1,808	1,808	(0)
Spring Pictures	-	2,021	-	2,021	2,021	-	2,021	2,021	(0)
Autism Awareness	5,388	-	-	-	5,388	-	-	-	5,388
Field Trips	388	3,015	-	3,015	3,402	2,528	875	3,403	(0)
Pre-K	1,874	516	-	516	2,390	698	-	698	1,692
Kindergarten	-	-	875	875	875	-	-	-	875
First Grade (1St)	373	590	-	590	963	963	-	963	-
Second Grade (2Nd)	1,368	215	-	215	1,583	1,024	-	1,024	558
Third Grade (3Rd)	991	500	-	500	1,491	1,419	-	1,419	72
Fourth Grade (4Th)	456	541	-	541	997	749	-	749	248
Fifth Grade (5Th)	4,170	785	-	785	4,955	1,715	-	1,715	3,240
Special Accounts	919	400	-	400	1,319	-	1,319	1,319	0
Backpack	2,423	-	-	-	2,423	-	-	-	2,423
Bookstore	-	6,108	-	6,108	6,108	2,763	3,345	6,108	(0)
Student Donations	4,012	390	-	390	4,402	-	-	-	4,402
United Way	-	187	-	187	187	187	-	187	-
Communities In Schools	-	50	1,319	1,369	1,369	-	-	-	1,369
	<u>\$ 85,970</u>	<u>\$ 83,808</u>	<u>\$ 29,388</u>	<u>\$ 113,196</u>	<u>\$ 199,166</u>	<u>\$ 71,376</u>	<u>\$ 29,388</u>	<u>\$ 100,764</u>	<u>\$ 98,402</u>
Represented by cash in banks:									
General	85,970								98,402
Total	<u>\$ 85,970</u>								<u>\$ 98,402</u>

Dudley Primary School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 1,083	\$ 5,619	\$ 4,358	\$ 9,977	\$ 11,060	\$ 9,925	\$ -	\$ 9,925	\$ 1,135
Faculty/Staff Fund	1,775	-	-	-	1,775	461	-	461	1,314
Supplies	686	-	-	-	686	-	-	-	686
Interest On Checking	13	9	-	9	22	-	-	-	22
Library	3,086	545	-	545	3,631	-	-	-	3,631
Fund Raising School Wide	-	162	-	162	162	162	-	162	-
Ice Cream	5,462	17,036	-	17,036	22,498	7,367	4,758	12,125	10,373
School Pictures	12,367	5,096	-	5,096	17,462	-	-	-	17,462
Field Trips	5,759	4,602	-	4,602	10,361	4,814	-	4,814	5,547
Special Accounts	942	388	400	788	1,730	388	-	388	1,342
Bookstore	1,451	905	-	905	2,356	863	-	863	1,493
	<u>\$ 32,623</u>	<u>\$ 34,362</u>	<u>\$ 4,758</u>	<u>\$ 39,120</u>	<u>\$ 71,743</u>	<u>\$ 23,979</u>	<u>\$ 4,758</u>	<u>\$ 28,737</u>	<u>\$ 43,005</u>
Represented by cash in banks:									
General	29,356								32,623
Total	<u>\$ 29,356</u>								<u>\$ 32,623</u>

Graham High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 985	\$ 6,865	\$ 20,656	\$ 27,521	\$ 28,506	\$ 22,776	\$ -	\$ 22,776	\$ 5,730
Operating Fund	733	21,167	8,834	30,001	30,734	28,484	-	28,484	2,250
Cafeteria	-	78	-	78	78	-	78	78	-
Supplies	1,000	-	-	-	1,000	316	684	1,000	-
COVID-19 Supplies	14	-	-	-	14	-	14	14	-
Allotment	4,707	750	-	750	5,457	4,233	990	5,223	234
Interest On Checking	3	13	-	13	16	-	-	-	16
School Improvements	-	23,568	-	23,568	23,568	1,094	22,474	23,568	-
Maintenance	6	-	-	-	6	-	-	-	6
Student Parking	212	3,870	-	3,870	4,082	-	2,222	2,222	1,860
Textbook	38	522	-	522	560	522	37	559	1
Vending	223	508	-	508	731	326	-	326	405
Faculty Vending	292	136	37	173	465	465	-	465	-
Student Vending	409	666	-	666	1,076	736	-	736	340
Yearbook	11,714	18,966	-	18,966	30,680	11,812	240	12,052	18,628
Returned Checks	37	-	-	-	37	-	37	37	-
Art	79	95	-	95	174	-	7	7	167
Dual Enrollment	490	6,747	6,028	12,775	13,265	2,696	-	2,696	10,569
Ap Classes	2,516	-	-	-	2,516	(95)	-	(95)	2,611
Gifted	435	450	-	450	885	370	-	370	515
Guidance Fund	501	2,526	-	2,526	3,027	1,312	-	1,312	1,715
Library	2,575	526	-	526	3,101	191	395	586	2,515
Choir	154	-	-	-	154	-	6	6	148
Physical Education	315	5,050	-	5,050	5,366	5,041	27	5,068	298
Science Technology	1,033	-	-	-	1,033	245	-	245	788
Environmental Science	-	53	-	53	53	-	-	-	53
Band	-	200	-	200	200	161	23	184	16
Journalism	312	-	2,138	2,138	2,450	2,450	-	2,450	-
Balfour	256	-	-	-	256	240	20	260	(4)
English Department	737	301	-	301	1,038	128	5	133	906
Speech And Drama	1,453	2,337	-	2,337	3,790	1,541	-	1,541	2,249
Writer'S Society	20	-	-	-	20	-	-	-	20
Special Education	17	-	124	124	141	141	-	141	-
Math	1,151	500	-	500	1,651	144	1,048	1,192	459
FCA	326	220	-	220	546	-	124	124	422
FBLA	787	34,657	-	34,657	35,445	34,405	-	34,405	1,040

Graham High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
SCA	\$ -	\$ 100	\$ -	\$ 100	\$ 100	\$ 100	\$ -	\$ 100	\$ -
MGA	1,699	15,375	1,974	17,349	19,048	19,048	-	19,048	-
Book Club	30	-	-	-	30	-	30	30	-
Bowling	24	-	-	-	24	-	24	24	-
Senior Beta	3,274	3,729	-	3,729	7,003	4,257	-	4,257	2,746
Cadre	1,362	982	-	982	2,344	1,315	-	1,315	1,030
CIS	90	-	-	-	90	-	90	90	-
Forensics	-	-	393	393	393	379	-	379	14
DECA	3,189	23,409	161	23,570	26,759	19,742	-	19,742	7,017
Interact	2,465	360	-	360	2,825	198	-	198	2,627
Environmental Club	246	142	-	142	388	160	-	160	228
Forever Golden Club	884	-	-	-	884	-	884	884	-
Foreign Language	173	-	-	-	173	-	-	-	173
Pep Club	296	2,835	-	2,835	3,131	1,337	360	1,697	1,434
SADD	172	285	-	285	457	455	-	455	2
Values Club	274	-	-	-	274	-	-	-	274
Chess Club	88	175	-	175	263	-	-	-	263
Uniforms	3,954	-	-	-	3,954	-	3,217	3,217	737
Photogenius	696	1,704	-	1,704	2,400	-	2,400	2,400	-
Field Trips	4,482	4,810	-	4,810	9,292	6,168	1,734	7,902	1,390
Band Disney Trip	1	-	-	-	1	-	-	-	1
Athletics	6,099	8,862	118	8,980	15,079	11,406	-	11,406	3,673
Esports	364	-	-	-	364	-	-	-	364
GMS Athletics	3,851	10,909	-	10,909	14,760	9,276	1,394	10,670	4,090
GMSFootball	-	47,123	1,088	48,211	48,211	44,611	-	44,611	3,601
Baseball	1,756	62,455	5,306	67,761	69,517	58,450	-	58,450	11,067
Baseball Boosters	-	5,000	-	5,000	5,000	-	5,000	5,000	-
Basketball Boys	1,663	72,835	2,185	75,020	76,682	62,637	-	62,637	14,045
Basketball Boosters Boys	6,047	-	-	-	6,047	-	1,915	1,915	4,132
Basketball Girls	4,149	12,041	90	12,131	16,279	10,135	-	10,135	6,144
Basketball Boosters Girls	144	-	-	-	144	-	-	-	144
Cheer Teem-Cheerleading	3,858	50,617	-	50,617	54,475	38,626	878	39,504	14,971
Cross Country	971	2,369	280	2,649	3,620	2,727	-	2,727	894
Cross Country Boosters	280	-	-	-	280	-	280	280	-
Football	18,635	118,683	7,011	125,694	144,328	115,043	-	115,043	29,286

Graham High School

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Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
Football Boosters	\$ -	\$ 10,000	\$ 13,916	\$ 23,916	\$ 23,916	\$ 8,000	\$ -	\$ 8,000	\$ 15,916
Golf	-	400	-	400	400	372	-	372	28
Soccer Boys	2,084	6,596	-	6,596	8,680	5,830	144	5,974	2,706
Soccer Boys Boosters	18	2,967	-	2,967	2,985	2,967	-	2,967	18
Soccer Girls	1,093	10,342	556	10,898	11,991	9,701	-	9,701	2,289
Softball	1,063	9,794	288	10,082	11,144	6,384	-	6,384	4,761
Swimming	-	4,501	-	4,501	4,501	3,617	118	3,735	766
Tennis Boys	191	428	27	455	647	264	-	264	383
Tennis Boys Booster	0	-	-	-	0	-	-	-	0
Tennis Girls	485	578	-	578	1,063	753	-	753	310
Volleyball	6,780	10,855	-	10,855	17,635	11,374	49	11,423	6,212
Volleyball Boosters	2,568	-	-	-	2,568	-	-	-	2,568
Gms Volleyball	5,605	1,337	-	1,337	6,942	168	-	168	6,774
Wrestling	3,864	9,295	-	9,295	13,159	9,187	-	9,187	3,973
Scholarships/Grants	1,000	-	-	-	1,000	-	-	-	1,000
Educational Foundation	-	6,651	-	6,651	6,651	6,651	-	6,651	-
Graham Foundation-Library	13,359	37,461	-	37,461	50,820	26,792	24,028	50,820	-
Savings Account	10,692	2	-	2	10,694	-	-	-	10,694
Student Donations	61	-	-	-	61	-	61	61	-
Color Dash	13	-	-	-	13	-	13	13	-
Class Of 2023	-	2,749	-	2,749	2,749	2,749	-	2,749	-
Class Of 2024	-	826	-	826	826	-	-	-	826
Class Of 2025	-	381	-	381	381	-	-	-	381
Class Of 2026	-	542	-	542	542	-	26	26	516
Special Olympics	136	-	-	-	136	2	134	136	-
Food Pantry	3,736	1,400	-	1,400	5,136	961	-	961	4,175
SAT	380	720	-	720	1,100	710	-	710	390
Asset Account	10,695	2	-	2	10,696	-	-	-	10,696
	<u>\$ 168,570</u>	<u>\$ 693,397</u>	<u>\$ 71,210</u>	<u>\$ 764,607</u>	<u>\$ 933,176</u>	<u>\$ 622,283</u>	<u>\$ 71,210</u>	<u>\$ 693,493</u>	<u>\$ 239,683</u>
Represented by cash in banks:									
General	168,570								239,683
Total	<u>\$ 168,570</u>								<u>\$ 239,683</u>

Graham Intermediate School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 6,774	\$ 12,617	\$ 5,822	\$ 18,439	\$ 25,213	\$ 22,201	\$ -	\$ 22,201	\$ 3,012
Supplies	489	3,641	-	3,641	4,130	2,811	-	2,811	1,319
Interest On Checking	3	9	-	9	12	-	12	12	(0)
Vending	97	-	-	-	97	-	-	-	97
Fifth Grade	267	12,833	-	12,833	13,099	10,088	107	10,195	2,905
Fourth Grade	133	25,409	-	25,409	25,542	24,730	358	25,088	455
Music	250	200	-	200	450	-	-	-	450
Library	5,041	4,560	-	4,560	9,602	2,956	-	2,956	6,645
Gifted	25	215	-	215	240	169	-	169	71
Third Grade	214	12,171	-	12,171	12,385	10,363	150	10,513	1,872
Special Education	59	65	-	65	124	50	-	50	74
Fund Raising School W	-	70	-	70	70	70	-	70	-
Ice Cream	3,257	12,896	-	12,896	16,153	10,020	5,108	15,128	1,025
School Pictures	88	633	-	633	721	-	-	-	721
Field Trips	622	-	-	-	622	-	-	-	622
Pat Stacy Memorial Fui	324	100	-	100	424	122	87	209	215
Bookstore	362	4,592	-	4,592	4,954	3,041	-	3,041	1,913
Student Donations	408	900	-	900	1,308	-	-	-	1,308
	<u>\$ 18,413</u>	<u>\$ 90,910</u>	<u>\$ 5,822</u>	<u>\$ 96,732</u>	<u>\$ 115,145</u>	<u>\$ 86,621</u>	<u>\$ 5,822</u>	<u>\$ 92,443</u>	<u>\$ 22,702</u>
Represented by cash in banks:									
General	18,413								22,702
Total	<u>\$ 18,413</u>								<u>\$ 22,702</u>

Graham Middle School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 4,882	\$ 16,371	\$ 1,345	\$ 17,716	\$ 22,598	\$ 17,578	\$ -	\$ 17,578	\$ 5,020
Fees	451	407	-	407	857	29	-	29	828
Interest On Checking	63	6	-	6	69	-	-	-	69
Yearbook	932	2,745	-	2,745	3,676	280	800	1,080	2,596
Art	136	-	-	-	136	-	-	-	136
Seventh Grade	5	-	-	-	5	-	-	-	5
Gifted	734	1,236	-	1,236	1,970	1,395	-	1,395	575
Library	792	400	-	400	1,192	370	-	370	822
Science Department	-	500	-	500	500	-	500	500	-
Choir	213	-	-	-	213	-	-	-	213
Physical Education	1	-	-	-	1	-	-	-	1
Band	0	-	-	-	0	-	-	-	0
National Jr Honor Society	560	530	-	530	1,090	879	-	879	211
FCCLA	2,267	2,554	-	2,554	4,821	3,068	-	3,068	1,753
SCA	204	-	-	-	204	150	-	150	54
Fund Raising School Wide	-	20,582	-	20,582	20,582	20,504	45	20,549	33
Amer Heart Assoc/Hoops And Jum	120	-	-	-	120	-	-	-	120
Field Trips	1,144	12,136	-	12,136	13,280	11,723	-	11,723	1,556
Eighth Grade (8Th)	3,618	9,846	-	9,846	13,464	13,464	-	13,464	-
Athletics	3	36,020	-	36,020	36,023	36,000	-	36,000	23
Basketball Boys	-	1,143	-	1,143	1,143	800	-	800	343
Basketball Girls	80	2,692	-	2,692	2,772	2,500	-	2,500	272
Cheerleading	3,606	15,882	-	15,882	19,488	14,093	-	14,093	5,395
Football	-	260	-	260	260	150	-	150	110
Special Accounts	0	-	-	-	0	-	-	-	0
Student Donations	522	400	-	400	922	483	-	483	440
Concessions	3	-	-	-	3	2	-	2	1
	<u>\$ 20,335</u>	<u>\$ 123,709</u>	<u>\$ 1,345</u>	<u>\$ 125,054</u>	<u>\$ 145,389</u>	<u>\$ 123,468</u>	<u>\$ 1,345</u>	<u>\$ 124,813</u>	<u>\$ 20,576</u>
Represented by cash in banks:									
General	20,335								20,576
Total	<u>\$ 20,335</u>								<u>\$ 20,576</u>

Richlands Elementary School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 9,380	\$ 22,524	\$ -	\$ 22,524	\$ 31,905	\$ 26,305	\$ 101	\$ 26,406	\$ 5,499
Faculty/Staff Fund	685	7,319	-	7,319	8,004	6,072	-	6,072	1,932
School Improvements	30	-	-	-	30	-	-	-	30
Yearbook	-	8,321	-	8,321	8,321	7,175	-	7,175	1,146
Guidance Fund	593	1,000	-	1,000	1,593	1,087	-	1,087	506
Music	-	429	101	530	530	530	-	530	-
Library	2,994	9,977	-	9,977	12,971	6,679	-	6,679	6,292
Gifted	83	190	-	190	273	156	-	156	117
Physical Education	310	2,405	-	2,405	2,715	2,697	-	2,697	18
Special Education	960	3,747	-	3,747	4,707	3,593	-	3,593	1,113
ESD/PBIS	335	4,779	-	4,779	5,114	3,541	-	3,541	1,572
Fund Raising School Wide	786	5,351	80	5,431	6,217	5,516	-	5,516	702
Hearts For The House	-	469	-	469	469	469	-	469	-
Field Trips	-	1,080	-	1,080	1,080	932	-	932	149
Pre-K	217	795	-	795	1,012	651	-	651	361
Kindergarten	858	1,084	-	1,084	1,943	1,682	-	1,682	261
First Grade (1St)	8	2,695	-	2,695	2,703	2,028	-	2,028	675
Second Grade (2Nd)	540	740	-	740	1,280	627	-	627	653
Third Grade (3Rd)	619	2,420	-	2,420	3,039	2,051	60	2,111	928
Fourth Grade (4Th)	361	935	-	935	1,296	1,021	-	1,021	275
Fifth Grade (5Th)	5,979	2,167	-	2,167	8,146	3,287	-	3,287	4,859
Special Accounts	260	895	-	895	1,155	787	20	807	349
Bookstore	533	2,900	-	2,900	3,432	1,666	-	1,666	1,766
Student Donations	814	900	-	900	1,714	1,593	-	1,593	121
	<u>\$ 26,347</u>	<u>\$ 83,121</u>	<u>\$ 181</u>	<u>\$ 83,302</u>	<u>\$ 109,649</u>	<u>\$ 80,142</u>	<u>\$ 181</u>	<u>\$ 80,323</u>	<u>\$ 29,326</u>
Represented by cash in banks:									
General	26,347								29,326
Total	<u>\$ 26,347</u>								<u>\$ 29,326</u>

Richlands High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 300	\$ 1,344	\$ 17,225	\$ 18,569	\$ 18,869	\$ 18,563	\$ -	\$ 18,563	\$ 306
Bounds Of Blessings	753	-	-	-	753	350	-	350	403
Faculty/Staff Fund	500	796	1,613	2,409	2,909	2,909	-	2,909	-
Fees	268	4,235	-	4,235	4,503	103	4,285	4,388	-
Supplies	2,034	33,831	4,111	37,942	39,977	34,766	-	34,766	5,211
School Improvements	49	-	4,483	4,483	4,532	4,243	-	4,243	289
Student Parking	4	1,790	-	1,790	1,794	679	555	1,234	560
Textbook	-	10,322	-	10,322	10,322	10,095	-	10,095	227
Vending	-	3,063	2,030	5,093	5,093	5,093	-	5,093	-
Yearbook	-	5,746	-	5,746	5,746	-	5,085	5,085	661
Returned Checks (Nsf)	23	(15)	-	(15)	8	-	-	-	8
Art	-	-	150	150	150	150	-	150	-
Dual Enrollment	29,759	16,365	-	16,365	46,124	192	-	192	45,932
AP Classes	1,397	2,468	-	2,468	3,865	2,991	24	3,015	850
Gifted	1,284	827	-	827	2,111	1,660	-	1,660	450
Guidance Fund	839	738	-	738	1,578	465	1,113	1,578	-
Library	646	500	-	500	1,146	-	-	-	1,146
Chemistry	29	-	957	957	986	986	-	986	-
Choir	131	3,595	-	3,595	3,726	313	53	366	3,360
Choir- All District	-	-	53	53	53	53	-	53	-
Physical Education	1,206	-	-	-	1,206	-	1,000	1,000	206
Business	2,011	-	-	-	2,011	-	-	-	2,011
Band	586	2,546	2,151	4,697	5,283	5,283	-	5,283	-
Adult Education	965	-	-	-	965	-	-	-	965
Speech And Drama	2,870	11,496	-	11,496	14,365	4,702	7,334	12,036	2,329
FCA	1,390	500	-	500	1,890	895	300	1,195	695
FBLA	1,119	5,887	-	5,887	7,005	6,790	-	6,790	215
SCA	1,237	220	-	220	1,457	-	-	-	1,457
FCCLA	3,057	6,129	-	6,129	9,186	6,582	1,722	8,304	882
Art Club	3,146	500	850	1,350	4,496	3,632	-	3,632	864
Senior BETA	1,138	1,880	-	1,880	3,018	2,334	-	2,334	684
Senior Class	635	1,345	-	1,345	1,980	1,345	635	1,980	-
FFA	5,763	13,408	-	13,408	19,171	15,067	2,772	17,839	1,332
Board Games	35	-	-	-	35	-	-	-	35
CTE Competition	-	-	1,722	1,722	1,722	1,722	-	1,722	-
DECA	-	12,262	2,629	14,891	14,891	14,891	-	14,891	-
ROTC	1,032	1,485	-	1,485	2,517	772	-	772	1,745
History Club	1,879	1,400	-	1,400	3,279	1,065	-	1,065	2,214
CADRE	3,858	5,760	-	5,760	9,618	3,794	-	3,794	5,824
Foreign Language	279	-	-	-	279	-	-	-	279
Hi-Y Club	589	1,270	-	1,270	1,859	896	-	896	963
Key Club	160	1,405	-	1,405	1,565	1,397	-	1,397	168
MGA Club	92	4,587	-	4,587	4,679	4,329	-	4,329	350
Pep Club	67	-	-	-	67	-	-	-	67
CTE FCCLA	41	-	-	-	41	-	-	-	41

Richlands High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
Teens For Christ	16	-	-	-	16	-	-	-	16
PBIS	1,145	1,745	-	1,745	2,890	2,458	-	2,458	432
Tactical Training	207	-	-	-	207	-	-	-	207
Communities In Schools	331	1,000	-	1,000	1,331	1,213	-	1,213	118
Class Of 2025	425	-	-	-	425	-	-	-	425
Fund Raising School Wide	-	241	259	500	500	500	-	500	-
School Pictures	-	2,205	-	2,205	2,205	1,640	-	1,640	565
Athletics	977	2,786	8,628	11,414	12,392	12,392	-	12,392	-
E-Sports	-	-	3,952	3,952	3,952	3,952	-	3,952	-
Baseball	1,215	2,697	3,717	6,414	7,629	7,629	-	7,629	-
Basketball Boys	6,076	42,347	-	42,347	48,423	26,819	21,438	48,257	165
Basketball Boosters Boys	-	8,030	-	8,030	8,030	6,652	-	6,652	1,378
Basketball Girls	1,580	7,170	11,769	18,939	20,518	19,160	-	19,160	1,358
Basketball Boosters Girls	-	150	-	150	150	-	-	-	150
Cheerleading	-	3,692	-	3,692	3,692	2,525	1,079	3,604	87
Cheerleading Competition	-	251	1,079	1,330	1,330	1,330	-	1,330	-
Cross Country	56	-	1,344	1,344	1,400	1,400	-	1,400	-
Football	27,832	67,700	-	67,700	95,531	52,357	26,853	79,210	16,321
Golf	-	-	458	458	458	458	-	458	-
Indoor Track	-	215	671	886	886	886	-	886	-
Outdoor Track	201	116	1,418	1,534	1,735	1,736	-	1,736	-
Outdoor Track - Boys	-	-	50	50	50	50	-	50	-
Soccer Boys	560	7,851	-	7,851	8,411	7,873	508	8,381	29
Soccer Girls	324	-	1,127	1,127	1,451	1,451	-	1,451	-
Softball	1,747	6,252	-	6,252	8,000	4,859	3,015	7,874	126
Softball Boosters	-	2,449	-	2,449	2,449	2,449	-	2,449	-
Softball Field Renovations	3,110	-	-	-	3,110	2,500	-	2,500	610
Tennis Boys	-	-	2,089	2,089	2,089	1,579	-	1,579	510
Tennis Girls	-	3,364	599	3,963	3,963	3,883	-	3,883	80
Volleyball	821	7,913	-	7,913	8,734	5,521	3,105	8,626	108
Wrestling	-	1,954	6,301	8,255	8,255	8,255	-	8,255	-
Scholarships/Grants	23,231	19,025	-	19,025	42,256	17,567	-	17,567	24,689
Brentley Meadows Memorial	9	-	-	-	9	-	-	-	-
Exxon Mobile Grant	427	-	-	-	427	-	427	427	-
Kurt Meadows Memorial	100	-	-	-	100	-	-	-	100
Scholarships Miscellaneous	990	-	-	-	990	-	-	-	990
Education Alliance Grant	500	-	-	-	500	-	-	-	500
Special Accounts	3,172	-	-	-	3,172	65	2,089	2,154	1,018

Richlands High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
Life Skills	3	-	-	-	3	-	-	-	3
Channel Blue News	114	-	-	-	114	-	-	-	114
Student Donations	19	-	-	-	19	-	-	-	19
Community Support	-	3,218	-	3,218	3,218	1,782	1,436	3,218	-
Class Of 2022	2,685	2,232	166	2,398	5,083	5,083	-	5,083	1
Class Of 2023	1,277	1,563	894	2,457	3,734	2,484	-	2,484	1,250
Class Of 2024	545	7,623	-	7,623	8,168	6,560	-	6,560	1,608
Class Of 2025	-	320	-	320	320	139	-	139	181
Class Of 2026	-	395	-	395	395	-	-	-	395
EMT	2,588	793	-	793	3,381	428	530	958	2,423
RHS Gives Back	5,085	3,665	200	3,865	8,950	4,777	-	4,777	4,172
Coach Debord Memorial Garden	100	-	-	-	100	-	-	-	100
Scholastic Bowl	-	4,391	2,640	7,031	7,031	7,031	-	7,031	-
Food Pantry	2,071	-	-	-	2,071	-	-	-	2,071
SAT	48	738	24	762	810	810	-	810	-
Project Graduation	25	303	-	303	328	303	-	303	25
Sco Rounding	-	0	-	0	0	-	-	-	-
Sco Over/Under	-	1	-	1	1	-	-	-	1
	<u>\$ 160,783</u>	<u>\$ 372,082</u>	<u>\$ 85,359</u>	<u>\$ 457,441</u>	<u>\$ 618,223</u>	<u>\$ 387,663</u>	<u>\$ 85,358</u>	<u>\$ 473,021</u>	<u>\$ 145,202</u>
Represented by cash in banks:									
General	160,783								145,202
Total	<u>\$ 160,783</u>								<u>\$ 145,202</u>

Richlands Middle School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 4,231	\$ 20,115	\$ -	\$ 20,115	\$ 24,346	\$ 16,613	\$ -	\$ 16,613	\$ 7,733
Faculty/Staff Fund	178	2,190	-	2,190	2,368	1,971	-	1,971	397.39
Textbook	-	151	-	151	151	151	-	151	-
Yearbook	1,444	2,970	-	2,970	4,414	3,827	-	3,827	586.56
Art	888	500	-	500	1,388	87	-	87	1,301.01
Gifted	90	1,680	-	1,680	1,770	1,335	-	1,335	435.07
Library	5,508	626	-	626	6,133	1,734	-	1,734	4,398.91
Eighth Grade	9,954	-	-	-	9,954	-	-	-	9,954.05
Choir	40	-	-	-	40	-	-	-	40.20
Home Ec	1,976	455	-	455	2,431	418	-	418	2,012.96
Brain Games	47	-	-	-	47	-	-	-	46.61
ESD/PBIS	6,931	19,691	352	20,043	26,975	13,519	-	13,519	13,456.13
SCA	4,033	42,999	-	42,999	47,032	34,904	-	34,904	12,128.47
FBLA	2,013	-	-	-	2,013	-	-	-	2,012.78
Health Career Club	925	-	-	-	925	-	-	-	925.00
Ice Cream	1,534	7,667	-	7,667	9,201	6,635	-	6,635	2,565.19
Amer Heart Assoc/Hoops And Jum	-	598	-	598	598	598	-	598	-
Communities In Schools Of Swva	231	1,075	-	1,075	1,306	1,306	-	1,306	-
Sixth Grade (6Th)	-	6,213	25	6,238	6,238	5,310	-	5,310	927.50
Seventh Grade (7Th)	-	3,843	-	3,843	3,843	3,110	25	3,135	708.00
Eighth Grade (8Th)	1,165	22,559	-	22,559	23,724	22,748	352	23,100	623.57
Athletic Miscellaneous	109	-	-	-	109	-	-	-	108.51
Cheerleading	12,255	7,577	-	7,577	19,831	16,761	-	16,761	3,070.05
Football	1,222	2,805	-	2,805	4,027	2,580	-	2,580	1,447.58
Volleyball	22	-	-	-	22	-	-	-	22.00
	<u>\$ 54,795</u>	<u>\$ 143,712</u>	<u>\$ 377</u>	<u>\$ 144,089</u>	<u>\$ 198,884</u>	<u>\$ 133,606</u>	<u>\$ 377</u>	<u>\$ 133,983</u>	<u>\$ 64,901</u>
Represented by cash in banks:									
General	54,795								64,901
Total	<u>\$ 54,795</u>								<u>\$ 64,901</u>

Tazewell High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 11,142	\$ 5,972	\$ 2,604	\$ 8,576	\$ 19,718	\$ 11,598	\$ -	\$ 11,598	\$ 8,120
Faculty/Staff Fund	174	-	-	-	174	123	-	123	51
Fees	2,963	10,982	-	10,982	13,945	8,049	536	8,585	5,360
School Improvements	2,604	-	-	-	2,604	-	2,604	2,604	-
Student Parking	9,984	3,480	-	3,480	13,464	396	-	396	13,068
Vending	5,751	5,248	-	5,248	10,999	7,007	-	7,007	3,993
Faculty Vending	3,623	4,763	-	4,763	8,387	3,447	-	3,447	4,940
Yearbook	23,773	23,366	-	23,366	47,139	21,106	-	21,106	26,033
Art	2,531	290	-	290	2,821	79	-	79	2,742
Dual Enrollment	15,264	16,745	-	16,745	32,009	240	-	240	31,769
AP Science	1,245	-	-	-	1,245	-	-	-	1,245
Gifted	625	573	-	573	1,198	510	-	510	687
Guidance Fund	6,378	4,425	-	4,425	10,803	4,588	800	5,388	5,415
Library	4,280	1,119	-	1,119	5,399	703	-	703	4,697
AP Gov/History	264	-	-	-	264	-	-	-	264
Choir	1,774	-	-	-	1,774	-	-	-	1,774
Physical Education	10,681	232	-	232	10,913	4,526	-	4,526	6,386
Science Technology	1,060	-	-	-	1,060	-	-	-	1,060
Environmental Science	1,880	-	-	-	1,880	-	-	-	1,880
Band	2,852	98,766	-	98,766	101,617	98,622	-	98,622	2,996
Adult Education	1,342	-	-	-	1,342	-	-	-	1,342
English Department	132	-	-	-	132	36	-	36	95
Speech And Drama	539	-	-	-	539	-	-	-	539
Math	3,424	500	-	500	3,924	110	-	110	3,814
Academic Competition	-	-	50	50	50	50	-	50	-
FBLA	535	11,269	-	11,269	11,805	9,833	-	9,833	1,972
MGA	1,009	-	-	-	1,009	-	-	-	1,009
Senior BETA	5,380	2,405	-	2,405	7,785	2,047	-	2,047	5,738
Freshman Class	395	265	-	265	660	101	395	496	164
Sophomore Class	455	330	-	330	785	98	60	158	627
Junior Class	5,432	8,644	-	8,644	14,076	6,887	4,977	11,864	2,212
Senior Class	1,294	1,863	4,269	6,132	7,426	5,135	-	5,135	2,291
CADRE Food Pantry	2,610	25	-	25	2,635	-	-	-	2,635
Chess Club	24	-	-	-	24	-	-	-	24
DECA	9,338	27,611	4,950	32,561	41,899	36,638	-	36,638	5,261
Interact	1,142	2,486	-	2,486	3,628	1,187	250	1,437	2,191
DECA Boosters	206	-	-	-	206	-	-	-	206
Interact Boosters	338	-	-	-	338	-	-	-	338
CADRE Food Pantry	2,626	1,863	-	1,863	4,489	1,381	-	1,381	3,108
PBIS	701	4,317	-	4,317	5,018	3,519	-	3,519	1,499

Tazewell High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
SCA	696	120	20	140	836	612	-	612	224
Pep Club	358	218	-	218	576	-	-	-	576
Police Explorers	76	-	-	-	76	73	-	73	3
FFA	4,991	24,782	-	24,782	29,773	21,352	20	21,372	8,401
FCCLA	905	-	-	-	905	187	-	187	718
AP Gov/History Trip	64	-	-	-	64	-	-	-	64
Athletics	2,797	287	-	287	3,084	-	-	-	3,084
Athletic Miscellaneous	-	1,697	-	1,697	1,697	372	-	372	1,325
TMS Athletics	7,892	7,545	-	7,545	15,437	4,856	5,261	10,117	5,320
TMS Football Support	335	-	-	-	335	-	-	-	335
Baseball	-	7,783	4,065	11,848	11,848	11,848	-	11,848	-
Basketball Boys	-	8,691	-	8,691	8,691	4,838	3,853	8,691	-
Basketball Boosters Boys	-	750	-	750	750	-	-	-	750
Basketball Girls	-	9,694	-	9,694	9,694	6,842	2,852	9,694	-
Basketball Boosters Girls	-	350	-	350	350	-	-	-	350
Cheerleading Competition	-	-	225	225	225	225	-	225	-
Cross Country	-	-	1,311	1,311	1,311	1,311	-	1,311	-
Cross Country Boosters	3,444	1,450	-	1,450	4,894	1,141	-	1,141	3,754
Football	122,465	50,479	-	50,479	172,944	53,558	9,394	62,952	109,992
Football Boosters	8,817	1,254	-	1,254	10,071	3,693	-	3,693	6,378
Golf Boosters	419	-	-	-	419	-	-	-	419
Indoor Track	-	-	2,963	2,963	2,963	1,943	-	1,943	1,020
Outdoor Track	-	-	2,776	2,776	2,776	2,776	-	2,776	-
Outdoor Track - Boys Boosters	80	-	-	-	80	-	-	-	80
Outdoor Track - Girls Boosters	240	-	-	-	240	-	-	-	240
Soccer Boys	-	3,310	-	3,310	3,310	2,137	1,173	3,310	-
Soccer Boys Boosters	-	-	750	750	750	-	-	-	750
Soccer Girls	-	3,108	-	3,108	3,108	2,512	595	3,107	-
Soccer Girls Boosters	92	-	-	-	92	-	-	-	92
Softball	1,004	14,459	8,406	22,865	23,869	23,869	-	23,869	-
Softball Boosters	5,136	4,556	-	4,556	9,692	4,842	100	4,942	4,750
Softball Lighting	-	20,000	-	20,000	20,000	-	-	-	20,000
Swimming	15	-	527	527	542	542	-	542	-
Swimming Boosters	10	-	-	-	10	-	-	-	10
Tennis Boys	-	-	1,694	1,694	1,694	1,694	-	1,694	-
Tennis Boys Booster	358	1,500	-	1,500	1,858	1,502	-	1,502	356
Tennis Girls	-	-	1,857	1,857	1,857	1,857	-	1,857	-
Volleyball	-	6,454	-	6,454	6,454	2,960	3,494	6,454	-
Volleyball Boosters	120	250	-	250	370	-	-	-	370

Tazewell High School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

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<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
Wrestling	-	438	2,148	2,586	2,586	2,586	-	2,586	-
Scholarships Miscellaneous	500	2,000	-	2,000	2,500	1,500	-	1,500	1,000
Life Skills	121	-	-	-	121	-	-	-	121
Student Donations	-	350	1,050	1,400	1,400	1,400	-	1,400	-
Project Graduation	-	2,229	-	2,229	2,229	2,229	-	2,229	-
Post Graduate	12,060	-	1,162	1,162	13,222	1,986	-	1,986	11,236
Summer School	3,572	3,225	-	3,225	6,797	3,161	-	3,161	3,636
Central Office	-	28,619	-	28,619	28,619	24,205	4,414	28,619	-
Academic Comp Booster	1,676	-	-	-	1,676	-	50	50	1,626
Represented by cash in banks:	<u>\$ 324,014</u>	<u>\$ 443,136</u>	<u>\$ 40,827</u>	<u>\$ 483,963</u>	<u>\$ 807,977</u>	<u>\$ 422,624</u>	<u>\$ 40,828</u>	<u>\$ 463,452</u>	<u>\$ 344,526</u>
General	324,014								344,526
Total	<u>\$ 324,014</u>								<u>\$ 344,526</u>

Tazewell Intermediate School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 17,807	\$ 15,273	\$ 6,634	\$ 21,907	\$ 39,715	\$ 20,550	\$ -	\$ 20,550	\$ 19,165
Faculty/Staff Fund	716	764	-	764	1,480	828	-	828	652
Chrome Book Damage Collections	103	-	-	-	103	-	-	-	103
Supplies	239	-	-	-	239	96	-	96	143
Vending	1,784	1,415	-	1,415	3,199	1,108	-	1,108	2,090
Yearbook	1,116	3,760	-	3,760	4,876	1,638	-	1,638	3,238
Fifth Grade	65	3,981	-	3,981	4,046	2,651	-	2,651	1,395
Fourth Grade	-	1,875	-	1,875	1,875	1,515	-	1,515	360
Library	5,068	13,037	-	13,037	18,105	6,876	6,078	12,954	5,151
Gifted	114	375	-	375	489	325	-	325	164
Third Grade	-	1,407	36	1,443	1,443	1,060	-	1,060	383
ESD/PBIS	3,034	-	-	-	3,034	123	-	123	2,910
Fund Raising School Wide	-	58	-	58	58	58	-	58	-
Ice Cream	1,020	17,780	-	17,780	18,800	7,706	592	8,298	10,502
Snack Shack	224	-	-	-	224	-	-	-	224
	<u>\$ 31,290</u>	<u>\$ 59,725</u>	<u>\$ 6,670</u>	<u>\$ 66,395</u>	<u>\$ 97,685</u>	<u>\$ 44,535</u>	<u>\$ 6,670</u>	<u>\$ 51,205</u>	<u>\$ 46,480</u>
Represented by cash in banks:									
General	31,290								46,480
Total	<u>\$ 31,290</u>								<u>\$ 46,480</u>

Tazewell Middle School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 201	\$ 2,911	\$ -	\$ 2,911	\$ 3,112	\$ 2,886	\$ -	\$ 2,886	\$ 226
Faculty/Staff Fund	-	181	-	181	181	178	-	178	3
Yearbook	1,942	2,704	-	2,704	4,646	(465)	-	(465)	5,111
Sixth Grade	5	-	-	-	5	-	5	5	-
Gifted	650	1,199	-	1,199	1,849	1,101	-	1,101	748
Library	612	3,876	-	3,876	4,488	3,356	-	3,356	1,132
Eighth Grade	-	1,780	-	1,780	1,780	1,515	-	1,515	265
Science Department	640	-	-	-	640	165	-	165	474
Choir	235	-	-	-	235	-	-	-	235
Physical Education	10	-	-	-	10	-	10	10	-
Middle School Club Accounts	29	-	-	-	29	-	29	29	-
National Jr Honor Society	-	630	-	630	630	467	-	467	163
ESD/PBIS	579	2,379	-	2,379	2,958	2,628	-	2,628	330
FCCLA	1,458	-	-	-	1,458	200	-	200	1,258
SCA	1,801	393	-	393	2,194	501	-	501	1,694
Sixth Grade (6Th)	2,019	7,910	100	8,010	10,029	10,029	-	10,029	-
Seventh Grade (7Th)	838	11,840	2	11,842	12,680	12,680	-	12,680	-
Eighth Grade (8Th)	3,819	7,804	-	7,804	11,623	10,532	1,091	11,623	-
Cheerleading	511	-	-	-	511	49	-	49	462
Football	1	-	-	-	1	-	1	1	-
Outdoor Track	344	-	-	-	344	344	-	344	-
Crisis Committee	593	-	-	-	593	22	-	22	570
Student Donations	2,998	38,564	1,035	39,599	42,597	38,255	-	38,255	4,342
	<u>\$ 19,285</u>	<u>\$ 82,172</u>	<u>\$ 1,137</u>	<u>\$ 83,309</u>	<u>\$ 102,594</u>	<u>\$ 84,444</u>	<u>\$ 1,136</u>	<u>\$ 85,580</u>	<u>\$ 17,013</u>
Represented by cash in banks:									
General	19,285								17,013
Total	<u>\$ 19,285</u>								<u>\$ 17,013</u>

Tazewell Primary School
Statement of Change in School Activity Fund - Cash Balance
For the Year Ended June 30, 2023

<u>Account</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Transfers In</u>	<u>Total Receipts and Transfers In</u>	<u>Total Balance and Receipts</u>	<u>Disbursements</u>	<u>Transfers Out</u>	<u>Total Disbursements and Transfers Out</u>	<u>Ending Balance</u>
General	\$ 18,019	\$ 12,901	\$ -	\$ 12,901	\$ 30,920	\$ 23,222	\$ -	\$ 23,222	\$ 7,698
Faculty/Staff Fund	852	770	-	770	1,622	1,068	-	1,068	554
Chrome Book Damage Collections	463	-	-	-	463	-	-	-	463
Vending	3,515	-	-	-	3,515	506	-	506	3,009
Yearbook	10,497	3,580	-	3,580	14,077	3,067	-	3,067	11,011
First Grade	2,087	2,906	-	2,906	4,993	2,444	-	2,444	2,549
Kindergarten	2,024	3,854	-	3,854	5,878	3,854	-	3,854	2,024
Music	553	-	-	-	553	-	-	-	553
Library	4,467	6,077	-	6,077	10,544	3,716	-	3,716	6,828
Gifted	376	-	-	-	376	-	-	-	376
Physical Education	28	-	-	-	28	-	-	-	28
Pre-K	682	523	-	523	1,205	719	-	719	487
Second Grade	2,361	2,590	-	2,590	4,951	1,961	-	1,961	2,990
Special Education	168	-	-	-	168	-	-	-	168
ESD/PBIS	3,981	1,761	-	1,761	5,742	535	-	535	5,207
100Th Day PBIS Fundraiser	-	2,925	-	2,925	2,925	-	-	-	2,925
Ice Cream	2,867	28,039	-	28,039	30,905	18,469	-	18,469	12,437
Bookstore	1,405	2,459	-	2,459	3,863	694	-	694	3,169
Student Donations	225	-	-	-	225	-	-	-	225
	<u>\$ 54,570</u>	<u>\$ 68,384</u>	<u>\$ -</u>	<u>\$ 68,384</u>	<u>\$ 122,954</u>	<u>\$ 60,254</u>	<u>\$ -</u>	<u>\$ 60,254</u>	<u>\$ 62,700</u>
Represented by cash in banks:									
General	54,570								62,700
Total	<u>\$ 54,570</u>								<u>\$ 62,700</u>

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org



School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: **Update of A. Linwood Holton Governor's School**

ENCLOSURE:

SUMMARY: Vice-Chair Whittington will share an A. Linwood Holton Governor's School update.

RECOMMENDATION: NA

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David Woodard

March 11, 2024

SUBJECT: **Prom Update**

ENCLOSURE:

SUMMARY: Mr. McGee will share a prom update.

RECOMMENDATION: NA

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School Board Members
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David Woodard

March 11, 2024

SUBJECT: **Approval of Revised Gifted Education Plan**

ENCLOSURE: Gifted Education Plan

SUMMARY: Dr. Brown will ask the School Board to approve the revised Gifted Education Plan.

RECOMMENDATION: That the Tazewell County School Board approve the Gifted Education Plan.

Summary of changes to the Local Gifted Plan March 2024

Based on comments from the board and from the VDOE technical review the following changes have been made:

-Throughout the document the grades identified and served have been changed from grades 2-12 for specific and general aptitude to grades kindergarten (K) -12.

-The qualifications for gifted teachers (teacher licensure and certification for gifted teaching) were stated in the plan.

Tazewell County Public Schools

Local Plan for the Education of the Gifted (Revised)

2023-2028

LEA#	092		
Superintendent	Christopher Stacy, Ed. D		
Mailing Address	506 Jeffersonville Street, Tazewell, VA 24651		
Gifted Education Coordinator/ Designee	Chad M. Brown, Ed. D.	Title Address Telephone E-mail	Supervisor of Truancy and Distance Learning 506 Jeffersonville St. Tazewell, VA 24651 276-988-5511 ext. 2215 cbrown@tcpsva.org
Local School Board Chairperson	Christine Moir		
Date Approved by School Board	3/11/2024		

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Insert School Division Name

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12
Career and Technical Aptitude (CTA)	10-12
Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music	8-12
Visual and/or Performing Arts Aptitude (VPA) - Vocal Music	8-12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	Art I-Art IV

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

Tazewell County Public Schools (TCPS) is committed to the identification and academic enrichment of its Gifted students among all Grade 2 through grade 12 ethnic, racial, and socio-economic groups. Gifted students possess certain intellectual, academic, and performing strengths that allow them to excel and function at a high cognitive level. Demonstration of identified exceptional academic, vocational, or Visual and/or Performing Arts ability must be instructionally addressed with a broad spectrum of differentiated educational opportunities that will appropriately serve the unique needs, performance, strengths, and learning styles of all students identified as Gifted.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

General Intellectual Aptitude: *The Division seeks to find those students in grades Grade Kindergarten (K) through 12 who possess a high cognitive ability to demonstrate superior reasoning, persistent rapid acquisition, mastery of facts and concepts, and creative and imaginative expression across a broad range of intellectual disciplines. With Gifted Coordinator direction, the recommendation for student participation in this category will be substantiated by a review and evaluation of the checklists of observations and assessments provided to and generated by a parent, teacher, school counselor, or school administrator. Students who warrant further testing for eligibility are required to demonstrate strength in aptitude in both verbal and quantitative domains through norm-referenced aptitude and/or achievement testing. Students identified as gifted in the area of General Intellectual Aptitude will have demonstrated ability in the 95th percentile or above in a majority of each evaluated area, as indicated on a standardized gifted profile sheet.*

Specific Academic Aptitude: *The division seeks to find those students in grades Grade Kindergarten (K) through 12 who demonstrate exceptional cognitive aptitude in the single core content areas of English, Mathematics, Science, and Social Science. With Gifted Coordinator direction, the recommendation for student participation in this category will be substantiated by a review and evaluation of the checklists of observations and assessments provided to and generated by a parent, teacher, school counselor, or school administrator. Students who warrant further consideration for Gifted eligibility in a specific content area*

are required to demonstrate a high cognitive level on norm-referenced aptitude and/or achievement tests by using exceptional reasoning, comprehension, understanding, problem solving, rapid acquisition and mastery of facts and concepts, and creative and imaginative expression.

***Career and Technical Aptitude:** *The Division seeks to find those students in grades 10 through 12 who possess a proclivity toward a high level of vocational aptitude. Performance level is dictated by their ability to integrate and implement exceptional cognitive and kinesthetic skill to a specified vocational skill discipline. Students are required to use learned problem solving and performance mastery skills when using specified vocational equipment, programming skills, computer skills, designing and building of products, and development of a portfolio. With Gifted Coordinator direction, the recommendation for student participation in this category will be substantiated by a review and evaluation of the checklists of observations and assessments provided to and generated by a parent, teacher, school counselor, or school administrator. Students who warrant further consideration for Gifted eligibility are required to demonstrate, through measurable performance standards, superior persistent achievements that are acknowledged through superior grades, awarded honors, high levels of performance in skills competitions, and adjudication of ability by an educator and/or local, regional, or state professional in a specific discipline. (*Caveat – This aptitude requires a career and technical gifted education course that is separate from all general technical education courses).*

Visual and/or Performing Arts Aptitude: *The division seeks to find those students in grades eight through 12 who have exceptional talent regarding instrumental music, and/or vocal music, and visual arts. Students in this category possess exceptional cognitive and performing qualities as evidenced by their ability to read and translate written music, adapt fine motor skills to the playing of musical instruments, interpret perform written music through vocal expression, and know the intricacies, expressions, and kinesthetic skills associated with developing a visual art work. The identified student will be evaluated for Gifted eligibility through the development of a performance portfolio, potential to consistently demonstrate superior Visual and/or Performing Arts skills, previous achievements as evidenced by performance awards such as all-district, regional, State, or national competitions honors, and recognitions by acclaimed artists, and adjudication of ability by an educator and/or local, regional, or state professional in a specific discipline.*

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

- Searches for high performing students, including under-represented populations, will occur using the most current data and information that are applicable to the gifted screening process.
- A well-developed screening method will be used to calculate both General Intellectual Aptitude and Specific Intellectual Aptitude.
- All TCPS Grade K through 12 will uniformly use the division's formalized screening and identification process when incorporating determination and placement procedures for General Intellectual Aptitude and Specific Academic Aptitude gifted student eligibility

B. Delivery of Services:

- Differentiation of instruction that will enhance and enrich the learning experience of all TCPS gifted students will be provided directly and indirectly by the Gifted Coordinator and by the classroom teacher to which gifted students are assigned based on curricular requirements.
- When possible, gifted students will be heterogeneously scheduled with teachers 2 through 5 or in courses 6 through 12 to provide interactions both socially and academically with students of all ability levels.
- The Gifted Coordinator will provide weekly pull-out services for grade 2 through 8 students for both General Intellectual Aptitude and Specific Intellectual Aptitude students.
- The gifted program will provide additional differentiated instructional support for General Intellectual Aptitude and Specific Intellectual Aptitude identified middle and high school students who are enrolled in honors, advanced placement, and dual enrollment college credit courses.
- Students identified in Visual and/or Performing Arts will have the opportunity to be mentored by college professors, college senior music students, and local professional musicians.
- Students identified in Career and Technology will be offered the opportunity to work with mentors on projects within their identified area.
- Staff development for teachers of students identified as gifted in grades K through 12 will be available to assure gifted students receive differentiated instruction on a daily basis.
- The Gifted Coordinator will provide guides, models, checklists, and sample lessons to teachers upon request, for aid in differentiating the curriculum.

C. Curriculum and Instruction:

- Continue to develop resources for a differentiated instruction that is standards-based yet addresses the cognitive and instructional needs of the gifted student, including creative thinking, critical thinking, problem solving, independent research, and emotional/social skills to enrich progressive curriculum. Curriculum development

will include opportunities for individual and small group research, support for student's social/emotional and career interests, and integration in content areas.

- Differentiation documentation reports for all identified gifted students will be completed and filed in the student's gifted folder (red) by teachers. This will be done each semester for all students, to ensure the curriculum is differentiated.
- The Gifted Coordinator will develop and provide appropriate instructional units to meet the needs of grade K through 8 grade gifted students for use in a pull-out program.
- The Gifted Coordinator will consult with regular classroom teachers to aid in developing appropriate classroom enrichment and extension materials.

D. Professional Development:

- Professional development processes and guidelines for identification and referral of students suspected of being gifted based on grade level performance criteria and differentiation of instruction for gifted will be provided to teachers of the gifted student.
- Classroom teachers and the Gifted Coordinator will be apprised of professional development opportunities - college courses, workshops, state conferences, and seminars, to aid in instructional planning when developing appropriate differentiated instruction for gifted students.
- The Supervisor of Gifted Education and the Gifted Coordinator will join meetings of the Region VII Gifted Consortium and Virginia Council of Gifted Education Administrators Consortium (VCGEA) for the purpose learning and sharing gifted instructional methods and strategies that are pertinent to the success of gifted programs established throughout the Region, State, and Country.

E. Equitable Representation of Students:

- Adhere to Education Equity in Virginia by eliminating the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status, or languages spoken at home.
- Continue to research best practices for identification of students from under-represented populations, such as socio-economic, students with disabilities, language needs, and ethnic groups.
- Provide staff development to administrators and classroom teachers on characteristics and needs of students from under-represented populations.
- Utilize results from special education evaluations when appropriate in the identification process.

F. Parent and Community Involvement:

- Administration and the Gifted Coordinator will inform parents and community members of programs and opportunities for gifted students via multiple acceptable forms of Division and school social media, school announcements, phone conferences, and calendars.

- Parents and community members will be encouraged to explore the differentiated and enrichment type instructional offerings being provided to gifted students in grades K through 12.

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

- *All 2nd grade students are screened (with parental consent) using the Naglieri Ability Test 3rd Edition (NNAT3).*
- *All 5th grade students are screened (with parental consent) using the Otis Lennon Ability 8th Edition (OLSAT8).*
- *Special education personnel and psychologists may recommend students who are demonstrating behaviors beyond that of other students of their age level and environment. The school Principal, Director of Special Programs, and the Gifted Coordinator will review recommendations.*
- *Screening of students at any grade level will be accomplished by reviewing student academic data, classroom assessments, documented observations of student performance, special projects, portfolios, and skill related performances.*
- *Upon referral, screening students for gifted services is completed twice annually - once in the fall and once in spring in grades K through 12.*
- *The Gifted Coordinator solicits student referrals from parents, Principals, and Teachers prior to implementing the gifted screening process*
- *Students who are referred in grades other than 2nd and 5th may be administered the SAGES 3, SCALE, or the Scholastic Gifted Assessment.*

Screening Procedures for Specific Academic Aptitude - English

- *All 5th grade students are screened (with parental consent) using the Otis Lennon Ability 8th Edition (OLSAT8).*
- *Special education personnel and psychologists may recommend students who are demonstrating behaviors beyond that of other students of their age level and environment. The school Principal, Director of Special Programs, and the Gifted Coordinator will review recommendations.*
- *Screening of students at any grade level will be accomplished by reviewing student academic data, classroom assessments, documented observations of student performance, special projects, portfolios, and skill related performances.*

Tazewell County Public Schools

- *Upon referral, screening students for gifted services is completed twice annually - once in the fall and once in spring in grades K through 12.*
- *The Gifted Coordinator solicits student referrals from parents, Principals, and Teachers prior to implementing the gifted screening process*
- *Students who are referred in grades other than 2nd and 5th may be administered the SAGES 3, SCALE, or the Scholastic Gifted Assessment.*

Screening Procedures for Specific Academic Aptitude - Mathematics

- *All 5th grade students are screened (with parental consent) using the Otis Lennon Ability 8th Edition (OLSAT8).*
- *Special education personnel and psychologists may recommend students who are demonstrating behaviors beyond that of other students of their age level and environment. The school Principal, Director of Special Programs, and the Gifted Coordinator will review recommendations.*
- *Screening of students at any grade level will be accomplished by reviewing student academic data, classroom assessments, documented observations of student performance, special projects, portfolios, and skill related performances.*
- *Upon referral, screening students for gifted services is completed twice annually - once in the fall and once in spring in grades K through 12.*
- *The Gifted Coordinator solicits student referrals from parents, Principals, and Teachers prior to implementing the gifted screening process*
- *Students who are referred in grades other than 2nd and 5th may be administered the SAGES 3, SCALE, or the Scholastic Gifted Assessment.*

Screening Procedures for Career/Technical Aptitude

- *Student portfolio is reviewed by the instructor and the Gifted Coordinator.*
- *Performance data and work samples are examined by the instructor and the Gifted Coordinator. · Local, Regional, and State competition data is used in grades 10 through 12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the Gifted Coordinator will review these recommendations.*
- *Student products are reviewed by adjudicators and the Gifted Coordinator. · Career and Technical Education credentials will be examined.*
- *(*Caveat – This aptitude requires a career and technical gifted education course that is separate from all general technical education courses).*

Screening Procedures for VPA - Instrumental Music

- *Visual and/or Performing Arts teachers will utilize a checklist for screening.*

Tazewell County Public Schools

- *Student portfolio is reviewed by the instructor and the Gifted Coordinator.*
- *Performing data and work samples are examined by the Instructor and the Gifted Coordinator.*
- *Local, Regional, and State competition data is used in grades 8 through 12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the Gifted Coordinator will review these recommendations.*
- *Student products are reviewed by adjudicators and the Gifted Coordinator.*
- *Students in the top 5% of all-district auditions for two out of three years.*
- *All nominations are based upon director recommendations.*

Screening Procedures for VPA - Vocal Music

- *Visual and/or Performing Arts teachers will utilize a checklist for screening.*
- *Student portfolio is reviewed by the instructor and the Gifted Coordinator.*
- *Performing data and work samples are examined by the Instructor and the Gifted Coordinator.*
- *Local, Regional, and State competition data is used in grades 8 through 12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the Gifted Coordinator will review these recommendations.*
- *Student products are reviewed by adjudicators and the Gifted Coordinator.*
- *Students in the top 5% of all-district auditions for two out of three years.*
- *All nominations are based upon director recommendations.*

Screening Procedures for VPA - Visual Arts

- *Visual and/or Performing Arts teachers will utilize a checklist for screening.*
- *Student portfolio is reviewed by the instructor and the Gifted Coordinator.*
- *Performing data and work samples are examined by the Instructor and the Gifted Coordinator.*
- *Local, Regional, and State competition data is used in grades 8 through 12 to locate students who excel beyond their chronologically aged peers*

and environment. An adjudicating panel and the Gifted Coordinator will review these recommendations.

- *Student products are reviewed by adjudicators and the Gifted Coordinator.*
- *Students in the top 5% of all-district auditions for two out of three years.*
- *All nominations are based upon director recommendations.*

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

· **Original Referrals:** *All students (with parental consent) will be screened in grades 2 and 5 for gifted identification. The Gifted Coordinator will solicit referrals twice annually for the gifted program in grades K through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered.*

Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the Gifted Coordinator of the student's assigned school. The Gifted Coordinator may be contacted via email, phone call, or letter. All completed referral forms must be returned to the Principal or Gifted Coordinator.

· **Transferring Students with Gifted Identification:** *Parents/guardians of students in grades K through 12 who transfer to TCPS from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the Gifted Coordinator will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required*

of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

Referral procedures for Specific Academic Aptitude - English

· **Original Referrals:** *All students (with parental consent) will be screened in grades 2 and 5 for gifted identification. The Gifted Coordinator solicits referrals twice annually for the gifted program in grades K through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with disabilities. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail. Requests may be placed in the gifted coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator.*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students in grades K through 12 who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted coordinator will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.*

Referral procedures for Specific Academic Aptitude - Mathematics

· **Original Referrals:** *All students (with parental consent) will be screened in grades 2 and 5 for gifted identification. The Gifted Coordinator solicits referrals twice annually for the gifted program in grades K through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with disabilities. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail. Requests may be placed in the gifted coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator.*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students in grades K through 12 who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted coordinator will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.*

Referral procedures for Career/Technical Aptitude

· **Original Referrals:** *The Gifted Coordinator solicits referrals twice annually for the gifted program in grades 10 through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in TCPS to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail or requests may be left in the Gifted Coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator. (*Caveat – This aptitude requires a career and technical gifted education course that is separate from all general technical education courses).*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students in grades 10 through 12 who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted coordinator will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program. (*Caveat – This aptitude requires a career and technical gifted education course that is separate from all general technical education courses).*

Referral procedures for VPA - Instrumental Music

· **Original Referrals:** *The Gifted Coordinator solicits referrals twice annually for the gifted program in grades 8 through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in TCPS to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail. Requests may be placed in the gifted coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator.*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students 8 through 12 who transfer to TCPS from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.*

Referral procedures for VPA - Vocal Music

· **Original Referrals:** *The Gifted Coordinator solicits referrals twice annually for the gifted program in 8 through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in TCPS to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail. Requests may be placed in the gifted coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator.*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students 8 through 12 who transfer to TCPS from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested*

to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

Referral procedures for VPA - Visual Arts

· **Original Referrals:** *The Gifted Coordinator solicits referrals twice annually for the gifted program in grades 8 through 12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in TCPS to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the Gifted Coordinator, who may be contacted by e-mail. Requests may be placed in the gifted coordinator's mailbox in each school. All completed referral forms are to be returned to the Gifted Coordinator.*

· **Transferring Students with Gifted Identification:** *Parents/guardians of students 8 through 12 who transfer to TCPS from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining TCPS gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by TCPS. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.*

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: The local norm will be found on the nationally normed test and the top 95 percentile will be identified.

2. Additional identification information for General Intellectual Aptitude

General Intellectual Aptitude identification is based on scores from all subtests of norm referenced aptitude and achievement tests, along with scores from teacher and

parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.

· The gifted coordinator scores all aptitude and achievement tests. The gifted coordinator scores the other component or obtains the scores from teachers or others, such as special education personnel or psychologist.

· Data from all measures of assessments are recorded on a student profile sheet or General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher.

No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

Specific Academic Aptitude - English

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: The local norm will be found on the nationally normed test and the top 95 percentile will be identified.

3. Additional identification information for Specific Academic Aptitude - English

· Specific intellectual aptitude identification English is based on scores from all subtests of norm referenced aptitude and achievement tests, along with scores from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.

· The gifted coordinator scores all aptitude and achievement tests with the exception of the Measure of Academic Progress test, which is scored electronically. The gifted

resource teacher scores the other components or obtains the scores from teachers or others, such as special education personnel or a psychologist.

· Data from all measures of assessments are recorded on a student profile sheet. For General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher.

· No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

Specific Academic Aptitude - Mathematics

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: The local norm will be found on the nationally normed test and the top 95 percentile will be identified.

4. Additional identification information for Specific Academic Aptitude - Mathematics

· Specific intellectual aptitude Mathematics identification is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with score from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.

· The gifted coordinator scores all aptitude and achievement tests with the exception of the Measure of Academic Progress test, which is scored electronically. The gifted coordinator scores the other components or obtains the scores from teachers or others, such as special education personnel or a psychologist.

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- *Data from all measures of assessments are recorded on a student profile sheet. For General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher.*
- *No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.*

Career/Technical Aptitude

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: The local norm will be found on the nationally normed test and the top 95 percentile will be identified.

5. Additional identification information for Career/Technical Aptitude

- *Career and technical intellectual aptitude identification is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with scores from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.*
- *Data from all measures of assessments are recorded on a student profile sheet.*
- *No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socioeconomically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.*

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VPA - Instrumental Music

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☐ 7. Additional valid and reliable measures or procedures

Specify:

6. Additional identification information for VPA - Instrumental Music

- *Performing data, recordings and/or work samples are examined by the instructor and the gifted resource teachers.*
- *Data from district events regulated through VMEA and Virginia Coalition for the Arts may be used in grades eight (8) through 12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel including traditional and non-traditional genre professionals and the gifted resource teachers will review these recommendations.*
- *Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.*
- *Students in the top 5% of All District Auditions in two out of three years will be automatically identified*

VPA - Vocal Music

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires

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- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☐ 7. Additional valid and reliable measures or procedures

Specify:

7. Additional identification information for VPA - Vocal Music

- *Performing data and work samples are examined by the instructor and the gifted coordinator.*
- *Data from district events regulated through VMEA and the Virginia Coalition for Arts may be used in grades eight (8) through 12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel including traditional and non-traditional genre professionals and the gifted resource teachers will review these recommendations.*
- *Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.*
- *Student products are reviewed by adjudicators and gifted resource teachers.*
- *Students in the top 5% of all district auditions for two out of three years will be automatically identified.*

VPA - Visual Arts

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)

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☒ 6. Record of previous achievements (awards, honors, grades, etc.)

☐ 7. Additional valid and reliable measures or procedures

Specify:

8. Additional identification information for VPA - Visual Arts

- *Work samples are examined by the instructor and the Gifted Coordinator. · Data from district events such as winter and spring art shows. An adjudicating panel and the Gifted Coordinator will review these recommendations.*
- *Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.*
- *Student portfolio is reviewed by the instructor, the Gifted Coordinator, and other genre appropriate professionals (when available).*
- *Students in the top 5% of best in show, local and regional art exhibits; i.e. VSBA art contest.*

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Identification/Placement Committee (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

General Intellectual Aptitude

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

- b. Type of Identification/Placement Committee

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This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

Specific Academic Aptitude - English

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

c. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

Specific Academic Aptitude - Mathematics

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

d. Type of Identification/Placement Committee

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This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

Career/Technical Aptitude

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

e. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

VPA - Instrumental Music

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Specialists in visual and/or performing arts

f. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

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g. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

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School-level

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Division-level

VPA - Vocal Music

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Specialists in visual and/or performing arts

h. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

☒

School-level

☐

Division-level

i. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

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School-level

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Division-level

VPA - Visual Arts

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

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Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Specialists in visual and/or performing arts

j. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Career/Technical Aptitude

VPA - Instrumental Music

VPA - Vocal Music

VPA - Visual Arts

Measure	Administered/ Completed by	Scored by	Provided to the committee by
NNAT3	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
OLSAT	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
SAGES	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Interview	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Observation	Classroom teacher or Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Portfolio	Teacher	Teacher	Gifted Coordinator
Other: SCALE	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator

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Performance Data/Work Samples	Specialty Teacher	Specialty Teacher	Gifted Coordinator
Audition/Adjudication	Adjudication Panel	Adjudicating Panel	Gifted Coordinator
Student Products	Student	Teacher or artisan	Gifted Coordinator

Gifted Program Guidelines and Timeframes for Screening, Referral, Identification, Service, and Appeals According to 8VAC20-40-40.

*A. Establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. Provide service options for 2 through 12 grade students when identifying eligibility in one or more selected areas in the category of general intellectual aptitude. Identification in a specific academic aptitude area may occur as assessment instruments exist to support identification. Service options for academic aptitude areas shall be provided through twelfth grade. Gifted students identified in the categories of *career and technical aptitude or visual or performing arts aptitude, or both, will be afforded service options when determining applicable and available programs for students to participate in.*

*(*Caveat – This aptitude requires a career and technical gifted education course that is separate from all general technical education courses).*

B. These uniform procedures shall include a screening process that requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade student annually. Some data used in the screening process may be incorporated into multiple criteria reviewed by the designated identification and placement committee to determine eligibility, but those data shall not replace norm-referenced aptitude test data.

C. These uniform procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. Such referrals shall be accepted for kindergarten through twelfth-grade students.

D. An identification and placement committee shall review pertinent information, records, and other performance evidence for referred students. The committee shall consider input from a professional who knows the child. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. The committee shall (i) review data from multiple sources selected and used consistently within the division to assess students' aptitudes in the areas of giftedness the school division serves, (ii) determine whether a student is eligible for the division's services, and (iii) determine which of the school division's service options match the learning needs of the eligible student. The committee may review valid and reliable data administered by another division for a transfer student who has been identified previously.

- 1. Identification of students for the gifted education program shall be based on multiple criteria designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. Data shall include scores from valid and reliable instruments that assess students' potential for advanced achievement, as well as instruments that assess demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes.*
- 2. Valid and reliable data for each referred student shall be examined by the building-level or division-level identification and placement committee. The committee shall determine the eligibility of each referred student for gifted education services. Students who are found eligible by the identification and placement committee shall be offered service options with appropriately differentiated curriculum and instruction.*
- 3. The identification process will use no single criterion to determine a student's eligibility. The identification process shall include at least three measures from the following categories: a. assessment of appropriate student products, performance, or portfolio; b. record of observation of in-classroom behavior; c. appropriate rating scales, checklists, or questionnaires; d. individual interview; e. individually administered or group-administered, nationally norm referenced aptitude or achievement tests; f. record of previous accomplishments (such as awards, honors, grades, etc.); or g. additional valid and reliable measures or procedures.*
- 4. If a program is designed to address general intellectual aptitude, an individually administered or group-administered, nationally norm-referenced aptitude test shall be included as one of the three measures used in the identification procedure.*
- 5. If a program is designed to address specific academic aptitude, an individually administered or group-administered, nationally norm-referenced aptitude or achievement test shall be included as one of the three measures used in the identification procedures.*
- 6. If a program is designed to address either the visual or performing arts or career and technical aptitude, a portfolio or other performance assessment measure in the specific aptitude area shall be included as a part of the data reviewed by the identification and placement committee.*
- E. Within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment, the identification and placement committee shall determine the eligibility status of each student referred for the division's gifted education program and notify the parent or guardian of its decision. If a student is identified as gifted and eligible for services, the identification and placement committee shall determine which service options most effectively meet the assessed learning needs of the student. Identified gifted students shall be offered placement in an instructional setting that provides:*

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1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students; and
2. Monitored and assessed student outcomes that are reported to the parents and legal guardians.

Statutory Authority § 22.1-16 of the Code of Virginia. Parental Rights for Notification, Consent, and Appeal.

A. Tazewell County Public Schools shall provide written notification to and seek written consent from parents and legal guardians to:

1. Conduct any required assessment to determine a referred student's eligibility for the school division's gifted education program;
2. Announce the decision of the identification and placement committee regarding a referred student's eligibility for and placement in the school division's gifted education program; and
3. Provide services for an identified gifted student in the school division's gifted education program.

B. Tazewell County Public Schools will review procedures for students whose cases are appealed. This procedure shall involve a committee, the majority of whose members did not serve on the initial identification and placement committee, and shall inform parents or legal guardians, in writing, of the appeal process. Requests filed by parents or legal guardians to appeal any action of the identification and placement committee shall be filed within 10 instructional days of receipt of notification of the action by the division. The process shall include an opportunity to meet with an administrator to discuss the decision.

- 1. A parent or legal guardian of a student who was referred but not identified by the identification and placement committee as eligible for services in the gifted education program shall be informed, in writing, within 10 instructional days, of the school division's process to appeal the committee's decision.*
- 2. A parent or legal guardian of an identified gifted student may appeal any action taken by the school division to change the student's identification for, placement in, or exit from the school division's gifted education program.*

C. Following the notification and consent of a parent or legal guardian, the identification and placement committee shall apprise school administrators of each student's eligibility status. **Statutory Authority § 22.1-16 of the Code of Virginia.**

3.

Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics
 Career/Technical Aptitude
 VPA - Instrumental Music
 VPA - Vocal Music
 VPA - Visual Arts

Determination of services takes place up identification and placement in the gifted education program. Universal screeners are utilized in grade 2 and grade five to help identify possible gifted candidates. Additionally, individual student referrals from students, parents, or school personnel may occur throughout the year. The following is a time line for the universal screeners.

Action	2nd Grade	5th Grade
Parental Consent for Universal Screener	Send home in January (at least three weeks prior to testing window)	Send home in October (at least three weeks prior to testing window)
Universal Screener	Mid-February – Early March	November
Collect data for student profile	March	December
Review student data	April	January
Notify parents of committee's decision	May	February
Individual screenings and referrals will occur throughout the year.		

Gifted students have an opportunity to participate in a broad spectrum of learning opportunities that are commensurate with the abilities of gifted and talented students with focus on core academic areas and specific areas of gifted identification. Students are heterogeneously grouped when possible, and have the opportunity to participate in pull-out programs as well. Classroom teachers differentiate instruction throughout the year and area gifted coordinators offer a variety of enhancement opportunities through the pull-out program. These opportunities vary by grade level and ability and provide an appropriate challenge to students to help them grow as gifted learners.

Each gifted area coordinator will create a yearly plan for pull-out activities and submit this plan the Supervisor of Gifted Instruction within the first 30 days of school. Additionally, gifted area coordinators will complete weekly gifted plans and submit this to the building principals in the buildings where gifted instruction is taking place. Gifted teachers will submit SMART goals

annually to the Supervisor of Gifted Instruction and to the building principal of their respective home school.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude

1. Gifted Announcements: The gifted supervisor sends e-mails to school principals which are to be forwarded to staff members, stating the Gifted Coordinator is soliciting referrals for the gifted program. Announcements are also made at faculty/staff development meetings. Literature is sometimes distributed.
2. Universal Screenings: All second grader students are screened for gifted with parent consent. Additionally, all fifth grader students are screened for gifted with parent consent.
3. Permission for Evaluation: Once a student has been referred for formal assessment through the general screening process, as a transfer or directly by a parent, teacher, or other person, the referral is recorded by the school gifted resource teacher. If screening shows strengths for testing, a letter is sent to parents/guardians, notifying them that their child has been referred for gifted evaluation. A permission to test and attribute checklist is included. Parents sign and complete the forms and return the forms to the gifted resource teacher. The gifted referral process will be completed within 90 instructional days of the signed parental consent for testing is received.
4. Permission for Placement: After the eligibility meeting, parents/guardians of the students who have been found eligible are provided written notification about identification with a permission to participate form. The form must be returned before services can begin. Parents are also given the opportunity to schedule a conference with the gifted coordinator. The person making the referral is also notified.
5. Files: After the eligibility meeting and all letters and forms have been completed, all original documentation is placed in the student's file. This file is placed in the student's cumulative record, located in a secure cabinet in the school office. All records are maintained in compliance with state and federal privacy regulations.

6. Notification of Right to Appeal: After the eligibility meeting, parents/guardians receive a letter stating the gifted committee found their child ineligible for the gifted program. They have the right to appeal the decision within ten instructional days of the letter's date.

7. Appeals: If a parent or guardian is not in agreement with the decision of the school Identification/Placement Committee, the parent has the right to appeal within ten instructional days of notification of the decisions. The following guidelines are to be followed in the appeals process:

- a. The gifted coordinator must be contacted in writing within 10 instructional days of the date of the letter of notification and reasons must be stated for the appeal.
- b. The school gifted coordinator may schedule a conference with parents to review the student's evaluation data, prior to the scheduled appeals committee meeting.
- c. Upon receipt of the appeal, the gifted supervisor will schedule an appeals meeting. The appeals committee will be provided with the original eligibility documents for review. The committee may uphold the original decision or request additional information or data. That information may include further testing at the school level.
- d. Parents may present in writing any additional information they would like the appeals committee to consider, including data from outside the school system.
- e. Once the gifted coordinator receives a written request for appeal, the supervisor is responsible for scheduling the appeals committee meeting within ten instructional days, unless the parents withdraw the request.
- f. The committee shall consist of the gifted supervisor, a principal or designee, gifted coordinator, guidance counselor, and a classroom teacher
- g. The appeals committee's decision will be sent in writing to parents within five instructional days of the committee decision by the gifted supervisor.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

1. Parents/guardians receive written notification for the following:
 - a. Letter stating their child has been referred for gifted evaluation.
 - b. Permission request for gifted evaluation.
 - c. Attribute checklist to complete.
 - d. Committee decision: eligible and area of giftedness.
 - e. Committee decision: eligible by special consideration (inclusion of learning disabled and culturally disadvantaged students and special populations).
 - f. Committee decision: ineligible and the right to appeal.
 - g. Request for permission to participate in the gifted program (if eligible).
 - h. Letter of unsatisfactory performance and a need for a meeting.

- i. Letter of Exit status for students in academic difficulty or choosing not to participate in the gifted program.
2. Placement: No changes will be made in placement after students are identified and parents have signed permission, unless parents/guardians are notified.
 - a. Changes in placement may be recommended by teachers who work directly with the student, a principal, or by the parents/guardians.
 - b. Meeting: A meeting will be scheduled by the gifted coordinator, with staff who work directly with the student, a principal, and possibly parents, to discuss the need for a change in service options and alternative methods that might meet the student's needs in a better way.
 - c. Changes in placement will be documented in the student's gifted file by the gifted coordinator and an exit form will be completed and filed for those students who exit the program.
3. Exit policy:
 1. Parents who wish to exit students from the gifted program must send a letter to the gifted coordinator requesting their child be exited from the program and they are refusing gifted services. An exit form will be completed by committee members.
 2. The child's gifted folder will remain in the cumulative record with an exit letter in the front.
 3. A child who exits the program will not participate in any gifted activities. If a student exits the program, reinstatement may occur within one year of the exit letter date, but only if the identification committee reviews the reasons for re-entry, reviews current data, and recommends the reinstatement. After one year, the student would be reevaluated according to the identification process for gifted education.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to

provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

- o In-class differentiation in all core areas (K-12)
- o Weekly pull-out gifted classes for grades K-8 provides time for students to work with their intellectual peers.
- o Time with age level peers daily in core or non-core classes or electives and all day in the K-8 classroom.
- o Independent learning opportunities and research opportunities available (on-going) in both the regular classroom and within the pull-out program.
- o Advanced reading/language classes daily at the elementary level.
- o Advanced classes are available at the middle school in math, pre-Algebra, Algebra I, art, independent living, band, digital applications, and foreign languages. Most of these are for high school credit. The middle school offers opportunities for independent research, as well.
- o The high school includes honors English, dual enrollment, governor's school, AP classes, mentorships, independent studies, and after school activities.
- o All grade-level gifted students are encouraged to participate in academic competitions, contests, and activities that involve their focus of identification. Some of these include the Scholastic Bowl, Mountain Academic Competition Conference (MACC), Brain Games, National Geographic Bee, Science Fair, Model General Assembly, and Spelling Bee.

Specific Academic Aptitude

- o In-class differentiation in all core areas (K-12)
- o Weekly pull-out gifted classes for grades K-8 provides time for students to work with their intellectual peers.
- o Time with age level peers daily in core or non-core classes or electives and all day in the K-8 classroom.
- o Independent learning opportunities and research opportunities available (on-going) in both the regular classroom and within the pull-out program.
- o Advanced reading/language classes daily at the elementary level.
- o Advanced classes are available at the middle school in math, pre-Algebra, Algebra I, art, independent living, band, digital applications, and foreign languages. Most of these are for high school credit. The middle school offers opportunities for independent research, as well.
- o The high school includes honors English, dual enrollment, Governor's School, AP classes, mentorships, independent studies, and after school activities.
- o All grade-level gifted students are encouraged to participate in academic competitions, contests, and activities that involve their focus of identification.

Some of these include the Scholastic Bowl, Mountain Academic Competition Conference (MACC), Brain Games, National Geographic Bee, Science Fair, Model General Assembly, and Spelling Bee.

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

- Time with age-level peers:
 - Students at the K-8 level spend the majority of their time in heterogeneous groups with students of their own age group. Their instruction is differentiated in the regular classroom setting along with pull-out gifted classes.
 - At the middle and high school level, students are grouped to accommodate their course selections, i.e. science, algebra, language. However, elective classes are heterogeneously grouped.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

- Time with Intellectual and Academic Peers.
- In grades K-8, students participate in a gifted pull-out program once a week. In addition, planned activities and classes specifically for the gifted provide those students additional time with their academic peers.
- At the middle school level, identified students have the opportunity to work with their academic peers during advanced classes such as Digital Applications, pre-Algebra, Algebra, Band, Art, Independent Living, and other challenging course selections. After school academic activities provide additional time for interaction.
- At the high school level, students are counseled to enroll in higher level classes such as AP classes, dual enrollment, honors classes, and in independent study and research opportunities. In addition, these students have academic interaction in after-school activities.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

- Students identified as gifted will have regular opportunities to work independently in the regular classroom with differentiated curriculum.
- Opportunities for research and independent study within and outside the classroom will be available at all levels.
- Gifted Coordinator will assign research and independent study options for the elementary gifted students.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

- Differentiation of Instruction – Classroom teachers will provide opportunities for gifted students to learn curriculum through instructional practices and techniques that meet the individual needs of each learner while not simply being more work.
- Curriculum Compacting – Presenting curriculum in a shorter period to allow gifted students to expand understandings beyond the minimum required knowledge.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude and Specific Academic Aptitude

Quantitative assessments

- At the end of each semester, the gifted coordinator will provide teachers with differentiation sheets to report the differentiation for each gifted student. This will include a statement of progress. The report will document what the gifted student completed as differentiated from the regular curriculum for that grading period. These will be placed in the gifted file of each gifted student.

- Standard assessment tools at all grade levels, such as tests, portfolios, projects, reports, and presentations will be implemented by classroom teachers, the Gifted Coordinator, students themselves, peers, and in the case of academic competition – by outside judges or evaluators. In many areas, rubrics will be used.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude and Specific Academic Aptitude

- *Students at the end of grade six are considered for pre-algebra in grade seven. Middle school gifted students who have supporting data, including teacher recommendation and advanced SOL scores may have the option of taking the following high school classes for high school credit: Algebra I, Foreign Language, Independent Living, Digital Applications, Art, Chorus, and Band.*
- *High school gifted students have the option of enrolling in advanced honors English, AP English, AP math, AP foreign language, AP science, and AP social studies. Dual enrollment classes are also available. Students' grades and identification qualify them for these opportunities.*
- *Elementary identified gifted students have access once a week to gifted classes and gifted field experiences. Based on students' abilities and scores, students may be permitted to participate in a subject with the next grade level with the recommendations of the classroom teacher and the principal.*
- *Gifted services are provided by teachers who are fully licensed and have the VA Teaching Endorsement for Gifted Education.*

Delivery of Services**Program: General Intellectual Aptitude**

CODE	K-2	3-5	6-8	9-12
1 Academic Year Governor's School				✓
2 Acceleration Based on Individual Needs				
2a. Content area	✓	✓	✓	✓
2b Grade level	✓	✓	✓	✓
3 Advanced/Honors classes in Specific Areas				
3a English				✓
3b Foreign language				
3c Mathematics				
3d Science				
3e Social Studies				
3f Art				
3g Music				✓
3h Research				
3i Other				✓
4 Advanced Placement				
4a English				✓
4b Foreign language				✓
4c Mathematics				✓
4d Science				✓
4e Social Studies				✓
4f Studio Art (2D and/or 3D)				
4g Studio Art – Drawing Portfolio				
4h Art History				✓
4i Music Theory				
4j Other				
5 Cambridge				
5a English				
5b Foreign Language				
5c Mathematics				
5d Science				
5e Social Studies				
5f Art				
5g Music Theory				

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5h Research				
5i Other				
6 Center-based Academic Program with Instruction for Only Gifted Students in the Student's Home School or Other Facility				
6a Full time				
6b Once a week classroom instruction	✓	✓	✓	✓
6c Other				

Program: General Intellectual Aptitude (continued)

CODE	K-2	3-5	6-8	9-12
7 Differentiated Academic Instruction for Gifted Students by Regular Classroom Teachers				
7a Cluster grouping of gifted students with age/grade peers in a heterogeneous classroom				
7b Flexible multi-aged grouping of gifted and regular education students according to academic skill level in a regular heterogeneous classroom.	✓	✓	✓	✓
7c Other				
8 Dual Enrollment				✓
9 Guidance Services Addressing Special Needs of the Gifted				
9a College/career counseling – group counseling				
9b Specific Counseling addressing giftedness issues - individual		✓	✓	✓
9c Specific Counseling addressing giftedness issues - group				
10 Independent study				
10a Credit				
10b Non-credit				
11 International Baccalaureate				
12 Mentorship Program				
13 Instruction by Resource Teacher for the Gifted				
13a Pull-out program enrichment instruction	✓	✓	✓	✓
13b Collaborative services for co-teaching	✓	✓	✓	✓
13 c Other				
14 Special Seminars				
14a Credit				

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14b Non-credit				
15 Enrichment Services				
15a Saturday Enrichment Programs				
15b Summer Enrichment Programs	✓	✓	✓	✓
16 Summer Residential Governor's School				✓
17 Summer Regional Governor's School				✓
18 Talent Pool	✓			
19 Visual and Performing Arts Programs in Specific Areas				
19a Dance				
19b Instrumental Music			✓	✓
19c Theatre				✓
19d Visual Arts	✓	✓	✓	✓

Program: Specific Academic Aptitude

CODE	K-2	3-5	6-8	9-12
1 Academic Year Governor's School				✓
2 Acceleration Based on Individual Needs				
2a. Content area	✓	✓	✓	✓
2b Grade level	✓	✓	✓	✓
3 Advanced/Honors classes in Specific Areas				
3a English				✓
3b Foreign language				
3c Mathematics				
3d Science				
3e Social Studies				
3f Art				
3g Music				✓
3h Research				
3i Other				✓
4 Advanced Placement				
4a English				✓
4b Foreign language				✓
4c Mathematics				✓
4d Science				✓
4e Social Studies				✓
4f Studio Art (2D and/or 3D)				
4g Studio Art – Drawing Portfolio				
4h Art History				✓
4i Music Theory				

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4j Other				✓
5 Cambridge				
5a English				
5b Foreign Language				
5c Mathematics				
5d Science				
5e Social Studies				
5f Art				
5g Music Theory				
5h Research				
5i Other				
6 Center-based Academic Program with Instruction for Only Gifted Students in the Student's Home School or Other Facility				
6a Full time				
6b Once a week classroom instruction	✓	✓	✓	✓
6c Other				

Program: Specific Academic Aptitude (continued)

CODE	K-2	3-5	6-8	9-12
7 Differentiated Academic Instruction for Gifted Students by Regular Classroom Teachers				
7a Cluster grouping of gifted students with age/grade peers in a heterogeneous classroom				
7b Flexible multi-aged grouping of gifted and regular education students according to academic skill level in a regular heterogeneous classroom.	✓	✓	✓	✓
7c Other				
8 Dual Enrollment				✓
9 Guidance Services Addressing Special Needs of the Gifted				
9a College/career counseling – group counseling				
9b Specific Counseling addressing giftedness issues - individual		✓	✓	✓
9c Specific Counseling addressing giftedness issues - group				
10 Independent study				
10a Credit				

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10b Non-credit				
11 International Baccalaureate				
12 Mentorship Program				
13 Instruction by Resource Teacher for the Gifted				
13a Pull-out program enrichment instruction	✓	✓	✓	✓
13b Collaborative services for co-teaching	✓	✓	✓	✓
13 c Other				
14 Special Seminars				
14a Credit				
14b Non-credit			✓	✓
15 Enrichment Services				
15a Saturday Enrichment Programs				
15b Summer Enrichment Programs				
16 Summer Residential Governor's School				✓
17 Summer Regional Governor's School				✓
18 Talent Pool	✓			
19 Visual and Performing Arts Programs in Specific Areas				
19a Dance				
19b Instrumental Music			✓	✓
19c Theatre				✓
19d Visual Arts	✓	✓	✓	✓

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude and Specific Academic Aptitude

- Students at the end of grade seven are considered for Algebra I in grade eight. Middle school gifted students who have supporting data, including teacher recommendation and advanced SOL scores may have the option of taking the following high school classes for high school credit: Algebra I, Foreign Language, Independent Living, Digital Applications, Art, Chorus, and Band.
- High school gifted students have the option of enrolling in advanced honors English, AP English, AP math, AP foreign language, AP science, and AP social studies. Dual enrollment classes are also available. Students' grades and identification qualify them for these opportunities.
- Elementary identified gifted students have access once a week to gifted classes and gifted field experiences. Based on students' abilities and scores, students may be permitted to participate in a subject with the next grade level with the recommendations of the classroom teacher and the principal.

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Professional development in the listed criteria occurs in:

- On-going in-school professional development opportunities (periodic inclusion in faculty meeting programs, with emphasis on identification and differentiation)
- Providing summer regional professional development opportunities (ex. Speaking for Gifted Conference)
- Attendance at state and national gifted conferences is encouraged for staff and parents.
- Access to on-line courses, pertaining to gifted education
- Division-wide professional development opportunities are offered
- Gifted education courses are available online for teachers
- Parents and community members are presented gifted updates at gifted advisory meetings and are encouraged to regularly check the gifted information on the county and state web sites.
- Professionals are trained to work with the gifted program and to evaluate for gifted services. Areas such as gifted characteristics, identification, differentiating instruction, curriculum development, resources, materials, and environments are addressed in the training.

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

Annual Review of Effectiveness

- Determine the aspect of the current local plan to be evaluated.
- Using the data from the annual review report, select objectives from the local plan for the area to be reviewed. Identification may be addressed annually.
- Provide the gifted advisory committee with information for collecting new data.
- Brainstorm questions and concerns needing to be addressed.
- Research new information about the component being reviewed.
- Interview students, teachers, and parents from different schools and conduct surveys.
- The gifted advisory committee will compile data and make any recommendations to the gifted plan in the spring.
- Any changes will be presented to the school board in the fall.
- The school division will review student outcomes and the academic growth of gifted students.

COMPONENT	Year				
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Identification	✓	✓	✓	✓	✓
Curriculum and Instruction				✓	
Parent and Community Involvement	✓				
Professional Development		✓			
Program Design			✓		
Program Evaluation					✓

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**Part XI: Procedures for the Establishment of the Local Advisory Committee
(8VAC20-40-60B)**

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Tazewell County Public Schools opts to not have a Local Advisory Committee at this time. Tazewell County Public Schools will engage students, parents, and educators for feedback on the gifted program through surveys, discussions, and feedback. Tazewell County Public Schools also understands that it can decide to form a Local Advisory Committee at a later date.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent's Signature	Printed Name	Date
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School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: **Review of VSBA February 2024 Policy Updates**

ENCLOSURE: Policy Updates

SUMMARY: Board members were given the redline versions of the VSBA February 2024 Policy Updates for review. These policies will be on the April 8, 2024 School Board agenda for a first read approval.

RECOMMENDATION: NA

Explanation of Revisions – February 2024 Policy Update

Policy Code	Revision
BCF	Advisory Committees to the School Board Policy and Legal References updated.
BG/GBD	Board-Staff Communications Policy updated to recognize collective bargaining.
CBE	Severance Benefits Cross References added.
DGD	Funds for Instructional Materials and Office Supplies Policy updated to reflect school board's designation of a second person to sign checks disbursing funds from specified accounts.
DJA	Purchasing Authority Policy reorganized for clarity. Cross References updated.
DJB	Petty Cash Funds Policy updated.
DK	Payment Procedures Policy updated.
DO	Non-Locally Funded Programs Footnote added for divisions which authorize superintendent to approve some grant proposals.
EBAA	Reporting of Hazards Legal References updated.
EBBA	Emergency First Aid, CPR and AED Certified Personnel Policy updated.
EBCD	School Closings Policy and Cross References updated.
	<i>Please note: The policy states that the superintendent may establish any regulations necessary to implement this policy.</i>
EC	Buildings and Grounds Management and Maintenance Cross References updated.

ECA	Inventory and Reporting of Loss or Damage Cross References updated.
EDC	Authorized Use of School-Owned Facilities and Materials Policy DELETED to avoid duplication with KG Community Use of School Facilities.
ET	Educational Technology Foundations and Public School Foundations Cross References updated.
FE	Playground Equipment Policy, Legal References, and Cross References updated.
FECBA	Energy Efficient Construction Policy DELETED because not legally required.
FFA	Naming School Facilities Title, Policy and Cross References updated. Footnote added for guidance.
GBC-E2	Notice of How Employees Who Work Less Than 12 Months Are To Be Paid Exhibit updated.
GBD/BG	Board-Staff Communications Policy updated to recognize collective bargaining.
GBEF	Lactation Support for Employees Separated from policy JHCL. Policy, Legal References, and Cross References updated.
GCBEA	Leave Without Pay Policy updated to reflect content of Legal References. Legal References updated.
GCPD	Professional Staff Discipline Policy updated.
GDB	Support Staff Employment Status Policy DELETED because not legally required.
IB	Academic Freedom Cross References updated.
IC/ID	School Year/School Day Policy and Cross References updated.
IKA	Parental Assistance with Instruction Legal References and Cross References updated.

IKB	Homework Policy DELETED because not legally required.
IKF	The Virginia Assessment Program and Graduation Requirements Text of policy updated to correct typographical error. Footnote revised for clarity.
IKFA	Locally Awarded Verified Credits Policy updated.
INDC	Religion in the Schools Cross Reference added.
JFCF	Drugs in Schools Policy and Legal References updated.
JFCJ	Written Notification of Violation of School Policies by Students in Alternative Education Programs Policy and Legal References updated.
JFG	Search and Seizure Cross References updated.
JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury Policy and Legal References updated.
JHCL	Lactation Support for Students Separated from policy GBEF. Policy and Cross References updated.
JJAF	Student-Athlete Sudden Cardiac Arrest Policy updated. <i>Please note: The policy requires the superintendent to develop, and biennially review, procedures to implement this policy.</i>
JM	Restraint and Seclusion of Students Policy and Legal References updated. <i>Please note: 8 VAC 20-750-70 requires that both this policy and the procedures developed by the superintendent as required by the policy be reviewed annually. Superintendents should be sure that the division's procedures are reviewed and updated on a schedule that complies with that requirement.</i>

JOB	Administration of Surveys and Questionnaires Policy formatting changed to reflect content of Legal References.
KL	Public Complaints Cross References updated.
KLB	Public Complaints About Learning Resources Sample policies KLB Options 1 and 2 combined to present two possible procedures for considering complaints regarding learning resources.
KLB Opt. 2	Public Complaints About Learning Resources Policy DELETED . Text combined with former sample policy KLB Option 1.
KLB-E	Request for Reconsideration of Learning Resources Exhibit updated.
KMA	Relations with Parent Organizations Legal References updated.
LC	Charter Schools Policy and Legal References updated.

ADVISORY COMMITTEES TO THE SCHOOL BOARD

The School Board may appoint advisory councils or committees of citizens of the school division for consultation with reference to specific matters pertaining to local schools. In addition, pursuant to Board of Education regulations, the School Board establishes advisory committees for the following programs: special education and career and technical education. ~~These committees serve without compensation for one-year terms.~~

In addition, the School Board establishes the following advisory bodies: LIST ANY ADVISORY GROUPS ESTABLISHED BY THE SCHOOL BOARD.

Adopted:

Legal Refs.: ~~20 U.S.C. §§ 5964, 6318.~~

Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-86, ~~22.1-214, 22.1-227, 22.1-275.1.~~

~~8 VAC 20-40-60.~~

8 VAC 20-81-230.

8 VAC 20-120-50.

Cross Ref.:	BCE	School Board Committees
	BDD	Electronic Participation in School Board Meetings from Remote Locations
	BDDL (Optional)	Electronic Participation in Committee Meetings from Remote Locations
	EB	School Crisis, Emergency Management, and Medical Emergency Response Plan
	EBB	Threat Assessment Teams
	IC/ID	School Year/School Day
	IGBB	Programs for Gifted Students
	KC	Community Involvement in Decision Making

BOARD-STAFF COMMUNICATIONS

The BLANK School Board supports and encourages two-way communication between the ~~board~~ Board and ~~employees~~ employees.¹ The superintendent is the official representative of the ~~school board~~ School Board in its relations and communications with its employees.

Employees are encouraged to communicate their ideas and concerns in an orderly and constructive manner to the ~~school board~~ School Board and/or the superintendent or superintendent's designee.

The ~~school board~~ School Board desires to develop and maintain the best possible working relationship with the employees of the school division. The ~~school board~~ School Board welcomes the viewpoints of employees, and allows time at its meetings for employees to be heard.

The ~~school board~~ School Board does not discriminate against any employee because of membership in an employee organization, or participation in any lawful activities of the organization.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.

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

¹ School boards which have entered into collective bargaining agreements should revise this sample policy as necessary to reflect any relevant provisions of the collective bargaining agreements.

SEVERANCE BENEFITS

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 15.2-1510.1.

Cross Ref.: CBB Appointment and Term of the Division Superintendent
CBD Superintendent's Contract, Compensation and Benefits

FUNDS FOR INSTRUCTIONAL MATERIALS AND OFFICE SUPPLIES

The School Board may, by resolution and subject to the approval of the appropriating body, establish accounts in each of its departments and schools committed solely for the purchase of instructional materials and office supplies. The School Board may authorize the transfer of a percentage of the funds budgeted for a school or division department, not to exceed thirty-five percent of the allocation, into the account.

The account shall be managed by the principal of the school or head of the division department who shall file a monthly accounting of the funds with the superintendent. No additional funds shall be transferred into any such account unless the monthly accounting has been filed. The funds in the account may be disbursed for payment of obligations by issuing a negotiable check signed by the principal or head of the division department, and ~~a second person designated by the School Board.~~¹ At the close of the fiscal year, all funds remaining in the accounts shall be returned to the School Board simultaneously with a full accounting of the disbursements. All such accounts shall be subject to an annual audit as prescribed by Va. Code § 15.2-2511 and to relevant provisions of the Virginia Public Procurement Act.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-122.1.

Cross Refs.:	DG	Custody and Disbursement of School Funds
	DJA	Purchasing Authority
	DJB	Petty Cash Funds
	DJF	Purchasing Procedures
	DJG	Vendor Relations
	DK	Payment Procedures

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

¹ The school board should designate a second person to sign disbursement checks.

PURCHASING AUTHORITY

Purchasing Agent

The superintendent with the School Board's formal approval may designate a qualified employee to serve as the purchasing agent for the Board. In this capacity, the agent for the Board may purchase or contract for all supplies, materials, equipment, and contractual services required by the school division subject to federal and state laws and regulations and School Board policies. All purchases made by the school division will be in accordance with the Virginia Public Procurement Act.

~~All personnel in the division who desire to purchase equipment and supplies shall follow the established procurement procedures within their departments or schools for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the superintendent or superintendent's designee for approval and processing.~~

Internal Controls

The superintendent, or superintendent's designee, establishes appropriate procedures for internal accounting controls.

All personnel in the division who desire to purchase equipment and supplies shall follow the established procurement procedures within their departments or schools for the issuance of a requisition or purchase order. All purchase orders must be forwarded to the superintendent or superintendent's designee for approval and processing.

Purchasing and Contracting

BLANK School Board encourages full and open competition whenever practicable among potential contractors and suppliers by competitive bidding practices; to centralize purchasing and contracting within the school division to realize the economies resulting therefrom; and to seek maximum educational value for every dollar expended.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-4300 et seq., 22.1-70 and 22.1-78.

Cross Refs.:	DA	<u>Management of Funds</u>
	DG	<u>Custody and Disbursement of School Funds</u>
	DGC	School Activity Funds
	DGD	Funds for Instructional Materials and Office Supplies
	DI	<u>Financial Accounting and Reporting</u>

DJ	Small Purchasing
DJB	Petty Cash Funds
DJF	Purchasing Procedures

PETTY CASH FUNDS

The ~~school board~~ School Board may by resolution establish one or more petty cash funds for the payment of properly itemized bills for materials, services, or supplies furnished to the school division under conditions calling for immediate payment to the vendor upon delivery. Such funds shall not exceed \$2,000 each.

If it establishes any petty cash funds, the ~~school board~~ School Board will appoint an agent or other person authorized only to approve payment of claims arising from commitments made pursuant to provisions of law from such petty cash funds. Any agent or person into whose hands any such fund is placed may pay such claims therefrom without necessity of prior receipt and audit of the claims by the ~~school board~~ School Board and without approval and issuance of the warrant of the ~~school board~~ School Board.

The clerk of the ~~school board~~ School Board shall report payments from petty cash funds to the ~~school board~~ School Board or to any appointed agent of the ~~school board~~ School Board for approval and reimbursement promptly after any claim has been paid.

A bond in the amount of \$4,000.00 will be required for each person distributing petty cash funds, but no additional bond shall be required of any person already bonded in the required amount.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-123.

Cross Ref.: DJF Purchasing Procedures

PAYMENT PROCEDURES

School Board

The School Board examines all claims against it, except those to be paid from petty cash funds or funds for the purchase of instructional materials and office supplies, and when approved, orders or authorizes payment thereof. A record of such approval and order or authorization is made in the minutes of the School Board. Payment of each claim shall be ordered or authorized by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody and disbursement of the funds of the School Board. The face of the warrant shall state the purpose or service for which such payment is drawn and the date of the order entered or authority granted by the School Board.

The warrant shall be signed by the chairman or vice-chairman, and countersigned by the clerk or deputy clerk, made payable to the person or persons, firm or corporation entitled to receive such payment and recorded in the form and manner prescribed by the Board of Education.

Fiscal Agent

The School Board may, by resolution, appoint an agent and deputy agent to examine and approve claims against it. A record of such approval and order or authorization shall be made and kept with the records of the School Board. Payment of each such claim so examined and approved by such agent or ~~his~~ deputy agent shall be ordered or authorized by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody, and disbursement of the funds made available to the School Board. The warrant shall be signed by such agent or ~~his~~ deputy agent and countersigned by the clerk or deputy clerk of the School Board.

However, (1) when the agent is the superintendent, who also occupies the position of School Board clerk, a countersignature from the chairman or vice-chairman is required and (2) when the deputy agent and the deputy clerk is one and the same person, the warrant must be countersigned by either the clerk or the agent of the School Board.

Each warrant shall be payable to the person or persons, firm or corporation entitled to receive payment. The face of the warrant shall state the purpose or service for which such payment is made and also that such warrant is drawn pursuant to authority delegated to such agent or ~~his~~ deputy agent by the School Board on the specified date.

Any such agent or deputy agent must furnish a corporate surety bond. The School Board shall set the amount of such bond or bonds and the premium therefore shall be paid out of funds made available to the School Board.

Special Warrants¹

The BLANK County School Board may provide, by resolution, for the drawing of special warrants in payment of compensation, when such compensation has been earned and is due, for

- all employees under written contract,
- all other employees whose rates of pay have been established by the School Board or its properly delegated agent, upon receipt of certified time sheets or other evidence of service performed, and
- payment on contracts for school construction projects according to the terms of such contracts.

All such special warrants shall be signed by the clerk or deputy clerk of the School Board and countersigned by the superintendent or the chairman or vice-chairman of the School Board. When the superintendent and clerk is one and the same person, such special warrants shall be countersigned by such chairman or vice-chairman. Such payrolls and contracts so paid shall be reviewed and approved by the School Board at its next regular meeting.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-122, 22.1-122.1, 22.1-123.

Cross Refs.:	DG	Custody and Disbursement of School Funds
	DJB	Petty Cash Funds
	DGD	Funds for Instructional Materials and Office Supplies

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

¹ Because only county school boards can use special warrants, city school boards should not adopt this section of the policy.

NON-LOCALLY FUNDED PROGRAMS

In order to further the goals and objectives of the school division, the ~~school board~~ School Board may seek sources of revenue to supplement the funds provided through local, state and federal funding.

To promote efficiency in developing proposals and making application for specially funded programs, the superintendent may establish procedures for the preparation of proposals and their review. The superintendent shall ensure that none of the conditions of acceptance is in conflict with the policies of the ~~board~~ Board, the objectives of the division, or state or federal law.

The superintendent or superintendent's designee may submit proposals or applications for grants prior to approval by the ~~school board~~ School Board. No such application or proposal shall be binding on the ~~board~~ Board without its ~~approval~~.¹

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-88.

Cross Ref.:	AE	School Division Goals and Objectives
	KH	Public Gifts to the Schools
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

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

¹ If the school board authorizes the superintendent to approve grant applications for certain grants, such as those seeking up to a specified dollar amount, that information should be included here.

REPORTING OF HAZARDS

Any employee who discovers a dangerous condition should report the condition immediately to the employee's supervisor, the superintendent or the superintendent's designee.

The superintendent shall name a designee to evaluate and label toxicity of all art materials used in the division in accordance with criteria established by the Virginia Department of Education. All materials which meet the criteria as toxic shall be so labeled. Such materials are not used in kindergarten through grade 5.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-274.1.

8 VAC 20-530-10. ~~et seq.~~

8 VAC 20-530-20.

8 VAC 20-530-30.

8 VAC 20-530-40.

8 VAC 20-530-50.

8 VAC 20-530-60.

8 VAC 20-530-70.

8 VAC 20-530-80.

EMERGENCY FIRST AID, CPR AND AED CERTIFIED PERSONNEL

In school buildings with an instructional and administrative staff of ten or more, there shall be at least three employees who have current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). If one or more students diagnosed as having diabetes attend such school, there shall be at least two employees who have been trained in the administration of insulin and glucagon.

In school buildings with an instructional and administrative staff of fewer than ten, there shall be at least two employees who have current certification or training in emergency first aid, CPR and the use of an AED. If one or more students diagnosed as having diabetes attend such school, there shall be at least one employee who has been trained in the administration of insulin and glucagon.

When a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant is present, no employee who is not a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant shall assist with the administration of insulin or administer glucagon. Prescriber authorization and parental consent shall be obtained for any employee who is not a registered nurse, advanced practice registered nurse practitioner, physician or physician assistant to assist with the administration of insulin and administer glucagon.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-274, 22.1-274.4.

Cross Ref.:	EB	School Crisis, Emergency Management, and Medical
		Emergency Response Plan
	JHCD	Administering Medicines to Students

SCHOOL CLOSINGS

The superintendent or superintendent's designee may order the closing, the delay in opening or the early dismissal of any or all schools in order to protect the safety and welfare of the students and staff. When any or all schools are ordered to be closed for in-person instruction, the superintendent or superintendent's designee may declare an unscheduled remote learning day consistent with applicable laws and policies.

Unless employees are notified that their work schedule is changed because of adverse weather or emergency conditions, it is expected that all employees will work according to the terms of their contract and division policy.

During adverse weather or emergency conditions, employees follow guidelines from the superintendent school division policy and regulations related to work schedules. The guidelines may be reviewed by the school board. The superintendent may establish any regulations necessary regarding employee work schedules during school closings.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-98.

Cross Ref.:	GAA	Staff Time Schedules
	<u>IC/ID</u>	<u>School Year/School Day</u>

BUILDINGS AND GROUNDS MANAGEMENT AND MAINTENANCE

The superintendent has the general responsibility for the care, custody, and safekeeping of all school property. The principal of each school is responsible for the operation, supervision, care and maintenance of the school plant.

Each school maintains records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections is determined by the School Board in consultation with the local health and fire departments. In addition, the school administration equips all exit doors with panic hardware as required by the Uniform Statewide Building Code.

The school division maintains documentation of any pesticide application that includes the target pest, the formulation applied and the specific location of the application.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-79, 22.1-132.2, 22.1-293.

8 VAC 20-131-260.

Cross Refs.:	CF	School Building Administration
	EA	Support Services
	EB	School Crisis, Emergency Management and Medical Emergency Response Plan
	EBCB	Safety Drills
	FE	Playground Equipment
	GBEC/JFCH/KGC	Tobacco Products and Nicotine Vapor Products
	~~IIBEA R/GAB R~~	~~Technology Use Guidelines~~
	KF	Distribution of Information/Materials
	KG	Community Use of School Facilities
	KGB	Public Conduct on School Property
	KJ	Advertising in the Schools
	KL	Public Complaints
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

INVENTORY AND REPORTING OF LOSS OR DAMAGE

I. Inventories

The superintendent is responsible for implementing a system of inventory of school property to identify items for the purpose of insurance and to control the loss of property.

The inventory shall include, but not be limited to the following: buildings, movable equipment, vehicles and all other items of significant value. Each school shall keep a complete inventory of all equipment, listing make, source, date of purchase, model, serial number, and other identifying data.

II. Reporting Losses

All loss of or damage to school property shall be promptly reported to the superintendent or superintendent's designee.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

Cross Refs.:	EC	Buildings and Grounds Management and Maintenance
	ECAB	Vandalism
	EI	Insurance Management
	JFC-R	~~Standards of Student Conduct~~

~~AUTHORIZED USE OF SCHOOL-OWNED FACILITIES AND MATERIALS~~

~~To ensure the security and efficient use of school property, the superintendent shall develop regulations governing the use of all school-owned property. The regulation shall address the use of school division facilities, supplies, materials and equipment by employees and outside organizations.~~

~~Employees are prohibited from utilizing school property for personal use or gain.~~

Adopted:

Legal Ref.: ~~Code of Virginia, §§ 22.1-70, 22.1-131, 22.1-132.~~

~~_____ Acts 2016, c. 647.~~

Cross Refs.: DN _____ Disposal of Surplus Items
GBEC/JFCH Tobacco Free School for Staff and Students
HBEA/GAB _____ Acceptable Computer System Use
KF _____ Distribution of Information/Materials
KG _____ Community Use of School Facilities
KGA _____ Sales and Solicitations in Schools
KGC _____ Use of Tobacco and Electronic Cigarettes on School
Premises

EDUCATIONAL TECHNOLOGY FOUNDATIONS AND PUBLIC SCHOOL FOUNDATIONS

The school board may establish educational technology foundations for the express purpose of implementing a public/private partnership to expand access to and improve the quality of educational technology in the division.¹ The school board may also establish public school foundations for the express purpose of implementing a public/private partnership to implement public school improvement projects approved by the school board. Such foundations may be established directly by the school board or by the school board and other organizations or persons, on behalf of the school board by a third party, or through a contract with a corporation as defined by Va. Code § 2.2-212.2:2. The foundations may be established as a cooperative regional effort with other school boards.

I. Requirements

Upon establishing or contracting with a corporation, whether or not other organizations, school boards, or persons are involved, the school board shall:

- Review and approve the articles of incorporation and bylaws
- Establish a system of accounting to protect public funds
- Establish agreement that, upon dissolution of the corporation, any assets remaining after payment of just debts shall be transferred to and become the property of the school board or, if a regional effort, the procedure by which the property may be divided among the school boards
- Require, in any instance in which the school board advances, contributes or loans funds to the corporation, that such contract shall provide for the posting of a bond with surety by the officers of the corporation conditioned to protect the rights of the school board
- Establish terms for the allocation of any profits or revenues between the school board and the corporation
- Take such other steps as may be necessary to comply with applicable law

II. Funding

The school board may (i) advance, contribute or loan funds to such foundations, and (ii) establish an escrow fund for the purpose of funding various educational technology projects.

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

¹ School boards may establish an Educational Technology Foundation, a Public School Foundation, both types of foundations or no foundation. If the school board chooses to establish one type of Foundation but not the other, it should amend the policy as necessary to reflect that choice.

III. Procurement

In making purchases through its public school foundation or purchasing educational technology through its educational technology foundation, the school board is exempt from the Virginia Public Procurement Act, except, relative to such purchases, the school board shall comply with the provisions of Va. Code §§ 2.2-4311 and 2.2-4367 through 2.2-4377.

Adopted:

Legal Ref: Code of Virginia, §§ 2.2-4311, 2.2-4343, 2.2-4367 through 2.2-4377, 22.1-212.2:2.

Cross Refs.:	JRCA	School Providers' Use of Personal Information
	KA	Goals for School-Community Relations
	KH	Public Gifts to the Schools
	~~KM~~	~~Relations with Community Organizations~~
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

PLAYGROUND EQUIPMENT

When any playground equipment is installed on School Board property the Board assumes ownership of that equipment unless specifically stated otherwise by agreement. For this reason the maintenance of the playground equipment installed by a school or community group is the responsibility of the School Board.

Once equipment is installed on School Board property, the principal of the ~~school~~ school, or the principal's designee, has the responsibility to inspect the equipment on a regular basis and the ~~authority,~~ authority to order its repair or removal from the school property. The principal may also restrict or deny the use of such equipment until such time as, in ~~his or her~~ the principal's opinion, it is restored to safe a condition.

~~Consideration should be given to designing the outdoor learning environment to support classroom learning.~~

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-293.

~~Guidelines for School Facilities in Virginia's Public Schools (Virginia Department of Education, September 2013).~~

Cross Ref.: KH Public Gifts to the Schools

~~ENERGY EFFICIENT CONSTRUCTION~~

~~Efficient use of energy in construction and operation of school division buildings is a high priority. To the extent permitted by the Public Procurement Act, a proposed project which contains the most energy efficient plans within an acceptable budget shall have priority. Energy efficiency will be considered in the architectural evaluation.~~

~~A continuous study of energy use shall be maintained by the administration for future planning in new construction.~~

Adopted:

~~Legal Ref.: Code of Virginia, 1950, as amended, sections 22.1-70, 22.1-78.~~

~~Cross Refs.: DJF _____ Purchasing Procedures
FA _____ Facilities Development
FEA _____ Educational Facilities Specifications~~

SCHOOL NAMES NAMING SCHOOL FACILITIES

It is the responsibility of the BLANK School Board to determine the name of schools and school facilities in the division. The Board will use the following procedure when naming or renaming a school or school facility in the division:¹

The Board will solicit and accept input from the public regarding the names of schools and school facilities but reserves the right to make the final decision regarding the name of any school or school facility. Suggestions regarding the name of a school or school facility must be in writing, must state the name of the person or group making the suggestion and must state the reasons supporting the suggestion. The School Board may create a committee to make recommendations to the Board on the naming of any school or school facility.

No school or school facility will be named for a living individual. Schools and school facilities may be named for individuals who have been deceased for at least 10 years.

The Board may rename a school or school facility upon a determination that it is appropriate to do so. ~~The procedure for renaming a school or school facility will be the same as the procedure outlined above.~~

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78, 22.1-79.

Cross Ref.:	BCE	School Board Committees
	FF	Public Dedication of New Facilities
	KH	<u>Public Gifts to Schools</u>

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

¹ This sample policy includes an example of a procedure for naming schools. Each school board should determine what procedure is appropriate for the division and revise the policy to reflect that procedure.

NOTICE OF HOW EMPLOYEES WHO WORK LESS
THAN 12 MONTHS ARE TO BE PAID

This notifies **[name of employee]** that BLANK school division requires ~~him or her~~ the employee to be paid over 12 months regardless of the fact that ~~he or she~~ the employee will actually work over a shorter time period. Specifically **[name of employee]** will receive **[school division should choose one of the following]**

12 equal monthly payments of **[dollar amount of each payment]** beginning on **[date]**

24 equal bi-monthly payments (or 26 equal payments every two weeks) of **[dollar amounts of each payment]** beginning on **[date]**.

In the event that a separation from service occurs before the end of the 12-month payment period, **[name of employee]** will be entitled to an additional payment for the amount actually earned from the beginning of the 12-month pay period until the date of separation from service which has not yet been paid. This additional payment will be included in the employee's final paycheck. For this purpose, "separation from service" has the same meaning as that term is defined in section 1.409A-1(h) of the Treasury Regulations.

BOARD-STAFF COMMUNICATIONS

The BLANK School Board supports and encourages two-way communication between the ~~board~~ School Board and employees. The superintendent is the official representative of the ~~school board~~ School Board in its relations and communications with its employees.

Employees are encouraged to communicate their ideas and concerns in an orderly and constructive manner to the ~~school board~~ School Board and/or the superintendent or superintendent's designee.

The ~~school board~~ School Board desires to develop and maintain the best possible working relationship with the employees of the school division. The ~~school board~~ School Board welcomes the viewpoints of employees, and allows time at its meetings for employees to be heard.

The ~~school board~~ School Board does not discriminate against any employee because of membership in an employee organization, or participation in any lawful activities of the organization.¹

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.

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

¹ School boards which have entered into collective bargaining agreements should revise this policy as necessary to reflect any relevant provisions of the collective bargaining agreement.

LACTATION SUPPORT FOR EMPLOYEES

The superintendent shall designate a non-restroom location in each school as an area in which any mother who is employed by the BLANK School Board ~~or enrolled as a student in the division~~ may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one. The area must be shielded from public view and free from intrusion.

Adopted:

Legal Refs.: 29 U.S.C. § 218d.

42 U.S.C. § 2000gg.

Code of Virginia, 1950, as amended, §§ 2.2-3905, 22.1-79.6.

Cross Refs.: JHCL Lactation Support for Students

LEAVE WITHOUT PAY

Employee's Debilitating or Life-Threatening Illness or Injury

A leave of absence, without pay, may be granted to employees of the school division who have a debilitating or life-threatening illness or injury and who are not eligible for Family and Medical Leave as described in Policy GCBE Family and Medical Leave because they have not worked for the division for 12 months or have not worked at least 1250 hours according to the Fair Labor Standards Act, 29 U.S.C. § 201 et seq.

Employees with a debilitating or life-threatening illness who are entitled to leave under this policy may take up to ~~thirty (30)~~¹ _____¹ days unpaid leave during their first year of employment with the school division. ~~Leave may be taken only in full-day increments. Leave may be taken only when the employee has no other leave (such as sick leave) available.~~

~~Employees must submit medical documentation of their need for leave. Whenever possible, documentation must be provided prior to leave being taken.~~

~~Approval must be obtained prior to leave being taken.~~

~~All rights under this policy expire at the end of the employee's first year of service.~~

Other Work During Leave

Employees who are on unpaid leave pursuant to this policy or any other policy, except those on leave pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) (see Policy GCBE Military Leave and Benefits), may not engage in work for which they receive pay or any other type of remuneration without the prior written approval of the ~~superintendent.~~ superintendent or superintendent's designee.

Adopted:

Legal Ref.: 29 C.F.R. 825.216.

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

~~⁴The number of days of unpaid leave is up to the School Board.~~

¹ Virginia law does not mandate the amount of leave school boards must provide. Each school board should determine the amount of leave it wants to provide and state that amount here.

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-296.

Cross Refs.:	GCBD	Staff Leaves and Absences
	GCBE	Family and Medical Leave
	GCBEB	Military Leave and Benefits
	GCQA	Nonschool Employment by Staff Members

PROFESSIONAL STAFF DISCIPLINE

A. Probation and Dismissal

Teachers may be dismissed for incompetency, immorality, non-compliance with school laws and regulations, disability in accordance with State and federal law, conviction of a felony or a crime of moral turpitude or other good and just cause.

A teacher shall be dismissed if such teacher is or becomes the subject of a founded complaint of child abuse and neglect, pursuant to Va. Code § 63.2-1505, and after all rights to an appeal provided by Va. Code § 63.2-1526 have been exhausted. The fact of such finding, after all rights to an appeal provided by Va. Code § 63.2-1526 have been exhausted, shall be grounds for the School Board to recommend that the Board of Education revoke such person's license to teach.

In those instances when licensed personnel are dismissed or resign due to a conviction of any felony; any offense involving the sexual molestation, physical or sexual abuse or rape of a child; any offense involving drugs; or due to having become the subject of a founded case of child abuse or neglect, the School Board shall notify the Board of Education within 10 business days of such dismissal or the acceptance of such resignation.

If a current employee is dismissed because of information appearing on his/her the employee's criminal history record, the School Board shall provide a copy of the information obtained from the Central Criminal Records Exchange to the employee.

Administrative regulations shall be developed for the dismissal or placing on probation of continuing contract teachers and probationary teachers during the school year.

No teacher shall be dismissed or placed on probation solely on the basis of the teachers' refusal to submit to a polygraph examination requested by the School Board.

B. Suspension

Employees of BLANK School Board may be suspended as provided in Policy GCPF Suspension of Staff Members.

C. Failure to Perform Nonemergency Health-Related Services

With the exception of school administrative personnel and employees who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (i) perform nonemergency health-related services for students or (ii) obtain training in the administration of insulin and

glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications.

"Health-related services" means those activities which, when performed in a health care facility, must be delivered by or under the supervision of a licensed or certified professional.

D. Effect of Probation Pursuant to Va. Code §18.2-251

For purposes of this policy, a court's placing an individual on probation pursuant to Va. Code § 18.2-251 shall be treated as a conviction and as a finding of guilt.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-251, 22.1-274, 22.1-296.2, 22.1-307, 22.1-313, 22.1-315.

Cross Refs.:	GBM	Professional Staff Grievances
	GCE	Part-Time and Substitute Staff Employment
	GCG	Professional Staff Probationary Term and Continuing Contract
	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	GCPF	Suspension of Staff Members
	JHC	Student Health Services
	JHCD	Administering Medicines to Students

~~SUPPORT STAFF EMPLOYMENT STATUS~~

~~Support staff are not issued written contracts unless such contracts are required by law.~~

~~The school division employs three types of support staff:~~

- ~~• Temporary employees who are hired for short term needs on a daily basis; these employees do not receive benefits and are paid only for hours worked.~~
- ~~• Probationary employees who are fully qualified new employees assigned to authorized positions; these employees are eligible for salary increases and receive benefits.~~
- ~~• Regular employees who have successfully completed the prescribed probationary period; regular employees receive all employment benefits available under School Board policy.~~

~~The employment of support personnel may be terminated with fifteen calendar days' notice. Support personnel may also be subject to immediate dismissal for just cause.~~

~~Support personnel who are removed from employment for just cause shall be ineligible thereafter for employment by BLANK School Board.~~

~~Employees of BLANK School Board may be suspended as provided in Policy GCPF Suspension of Staff Members.~~

~~Adopted:~~

~~Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.~~

~~Cross Ref.:~~	~~GCDA~~	~~Effect of Criminal Conviction or Founded Complaint of~~
		~~Child Abuse or Neglect~~
	~~GDG~~	~~Support Staff Probationary Period~~
	~~GBMA~~	~~Support Staff Grievances~~
	~~GCPF~~	~~Suspension of Staff Members~~

ACADEMIC FREEDOM

The School Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression are encouraged and fairness in procedures is observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth of Virginia.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work is evaluated by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-203.3.

Cross Ref.: ~~IKB Homework~~
INDC Religion in the Schools

SCHOOL YEAR/SCHOOL DAY

School Year

The length of the school year is at least 180 teaching days or 990 teaching hours. The School Board offers in-person instruction to each student enrolled in an elementary or secondary school in the division for at least 990 teaching hours except as otherwise permitted by Va. Code § 22.1-98.C.4 or Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school in the four academic disciplines of English, mathematics, science, and history and social science.

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

Make Up Days

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

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

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

If severe weather conditions or other emergency situations result in the closing of any school in the school division for in-person instruction, the school division may declare an unscheduled remote learning day whereby the school provides instruction and student services that are consistent with guidelines established by the Department of Education to ensure the equitable provision of such services. No more than 10 unscheduled remote learning days will be declared in a school year unless the Superintendent of Public Instruction grants an extension.

The Board of Education may waive the requirement that the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency or severe weather conditions or other emergency situations under certain circumstances. If the School Board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chairman of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

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

School Calendar

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

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

¹ School divisions may set the school calendar such that the first day students are required to attend is up to 14 days before Labor Day. Divisions beginning school prior to Labor Day must close from the Friday immediately preceding Labor Day through Labor Day except as follows. Divisions granted a waiver to open prior to Labor Day for the 2018-2019 school year may begin school earlier than 14 days before Labor Day but must close the Friday immediately preceding Labor Day. Divisions granted a waiver to open prior to Labor Day for the 2011-2012 school year may begin school earlier than 14 days before Labor Day and are not required to close the Friday immediately preceding Labor Day. In addition, any school board in Planning District 16 (which includes the City of Fredericksburg and the counties of Caroline, King George, Spotsylvania and Stafford) that was not granted a good cause waiver pursuant to Va. Code § 22.1-79.1 for the 2018-2019 school year but would qualify for such a waiver pursuant to Va. Code § 22.1-79.1 as it was in effect prior to July 1, 2019, for the 2019-2020 school year may set the school calendar so that the first day students are required to attend is earlier than Labor Day, including earlier than 14 days before Labor Day. Additionally, the school board of any

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

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

Joint or Regional Schools

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

Certification

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

Adopted:

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

Acts 2019, cc. 569, 570 and 637.

(footnote 1 continued)

school division located in Planning District 16 that is entirely surrounded by two school divisions that either were granted a waiver pursuant to Chapter 3 of the Acts of Assembly of 2012, Special Session I, or would qualify for a good cause waiver pursuant to § 22.1-79.1 as it was in effect prior to July 1, 2019, for the 2019-2020 school year may open schools on the same opening date as either such surrounding school division.

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

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

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

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

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

PARENTAL ASSISTANCE WITH INSTRUCTION

The BLANK School Board encourages parents to provide instructional assistance to their children in the home. The school division may offer a voluntary training program to the parents of children in kindergarten through third grade to assist them in developing the skills necessary to provide effective instructional assistance to their children.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § ~~22.1-253.13:7.C.5.~~ 22.1-253.13:7.

Cross Ref.: IGBC Parental Involvement
IKB Homework

HOMework

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction and self-discipline. It assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.
- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes.
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Adopted:

Legal Ref.: ~~Code of Virginia, 1950, as amended, § 22.1-78.~~

Cross Ref.: IB ~~Academic Freedom~~
IGBC ~~Parental Involvement~~
IKA ~~Parental Assistance with Instruction~~

THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

Generally

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The BLANK School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds¹ the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the school board and approved by the Board of Education.²

BLANK School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Children of Certain Federal Employees

In order to facilitate the on-time graduation of children of federal ~~employees~~ employees serving under orders pursuant to Title 22 or 50 of the United States Code enrolled in kindergarten through grade 12, the superintendent or superintendent's designee

- waives specific courses required for graduation if similar coursework has been satisfactorily completed in a local education agency in the state from which the child is sent, brought, or caused to be sent or brought or provides reasonable justification for denial of such waiver. If a waiver is not granted to a student who would qualify to graduate in the state from which the student is sent, brought, or caused to be sent or brought, the school division provides an alternative means of acquiring required coursework so that graduation may occur on time; and

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

¹ Divisions which have graduation requirements which exceed the requirements of the Board of Education should include them in this ~~policy, or in an accompanying regulation.~~ policy.

² Divisions which do not have requirements other than those prescribed by the Board of Education should not adopt the portion of this sentence beginning with "and meet".

- accepts, in lieu of testing requirements for graduation in Virginia, (i) exit or end-of-course exams required for graduation from the state from which the student is sent, brought, or caused to be sent or brought, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable in Virginia.

The parent serving under orders pursuant to Title 22 or 50 of the United States Code must present documents indicating that the parent is required to move in order to perform the parent's job responsibilities and such move results in the student's relocation to the school division.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An “Authentic Performance Assessment” is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A standard unit of credit may be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.³

Verified Unit of Credit

A “verified unit of credit” or “verified credit” is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

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

³ Policy IKFD Alternative Paths to Attaining Standard Units of Credit is optional. School boards which do not adopt it should not include this sentence.

Virginia Assessment Program

The “Virginia Assessment Program” is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-370, 22.1-371, 22.1-380, 22.1-253.13:1, 22.1-253.13:4.

8 VAC 20-131-5.

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-110.

~~Guidelines for Graduation Requirements; Local Alternative Paths to
Standard Units of Credit (Virginia Board of Education Oct. 2015).~~

Cross Refs.:	IAA	Notification of Learning Objectives
	IGBA	Programs for Students with Disabilities
	IKFA	Locally Awarded Verified Credits
	IKFD	Alternative Paths to Attaining Standard Units of Credit
	IKH	Retaking SOL Assessments

LOCALLY AWARDED VERIFIED CREDITS

Generally

The BLANK School Board awards verified credits in accordance with Virginia law and Virginia Board of Education regulations.

To be eligible for locally awarded verified credits as credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan.

Review Panels

The BLANK School Board appoints review panels comprised of at least three educators to consider evidence of the student's achievement. Different panels may be appointed for individual schools or groups of schools.

The review panel reviews information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel has discretion in determining the information it considers. That information may include, but is not limited to, results of classroom assessments, divisionwide exams, course grades and additional academic assignments (e.g. papers, projects, essays or written questions) as the panel deems appropriate.

Based on the evidence it reviews, the review panel may:

- award the verified credit;
- deny the verified credit;
- suggest participation in a remedial program and retesting; or
- make additional academic assignments prior to determining whether to award the verified credit.

The school board must choose one of the following statements:

The decision of the review panel is final.

OR

The decision of the review panel may be appealed to the ~~school board~~ School Board in accordance with ~~regulations~~ procedures developed by the ~~board~~ Board.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:3.

8 VAC 20-131-110.

Revised Guidance Governing the Use of Locally-Awarded Verified Credits
(Virginia Department of Education May 11, 2018) (attachment to Virginia
Department of Education Superintendent's Memo No. 130-18 (May 11,
2018)).

RELIGION IN THE SCHOOLS

The BLANK School Board is neutral in matters of religion. This means that the BLANK schools

- assume no role or responsibility for the religious training of any student and
- do not become involved in the religious belief, disbelief or doubt of any student.

This neutrality does not preclude or hinder the BLANK school division in fulfilling its responsibility to educate students to be tolerant and respectful of religious diversity. The division recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural and historical development of civilization.

Therefore, the division approaches religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs.

The School Board may authorize, as an elective in grades nine through 12 with appropriate credits toward graduation, a comparative religion class that focuses on the basic tenets, history, and religious observances and rites of world religions.

Adopted:

Legal Refs.: U.S. Const. amend. I.

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-202.1.

Cross Refs.: IB Academic Freedom

DRUGS IN SCHOOL

I. Generally

No person may manufacture, sell or distribute or possess with intent to sell, give or distribute any “controlled substance,” “imitation controlled substance,” or “marijuana,” as all are defined in Virginia law, while

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

A. Expulsion

A student who is determined to have brought a controlled substance, imitation controlled substance, or marijuana onto school property or to a school-sponsored activity may be expelled in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may determine, based on the facts of the particular case that special circumstances exist and no disciplinary action or another form of discipline is appropriate. The School Board authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Any disciplinary action imposed pursuant to such a review must be taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

B. Prevention and Intervention

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

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

C. Required Reporting to Parents and Local Law Enforcement

The principal reports a violation of this policy to parents and local law enforcement as required by Policy CLA Reporting Acts of Violence and Substance Abuse.

II. Students with Disabilities

- A. Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy JGDA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.
- B. Additional authority to remove a student with a disability from school for a drug violation.
 - 1. In addition to the authority granted in Section I and Section II, subsection A above, a student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.
 - 2. For purposes of this forty-five (45) school day removal, "illegal drugs" and "controlled substance" are defined by federal law as follows:
 - a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act at 21 U.S.C. § 812(c).
 - b. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

Adopted:

Legal Refs: 20 U.S.C. § 1415
21 U.S.C. § 812.

Code of Virginia, 1950, as amended, §§ 18.2-247, 18.2-250, 18.2-255.2,
22.1-277.08, 54.1-3401.

8 VAC 20-81-10.

Cross Refs:	CLA	Reporting Acts of Violence and Substance Abuse
	JGD/JGE	Student Suspension/Expulsion
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities

DRUGS IN SCHOOL

I. Generally

No person may manufacture, sell or distribute or possess with intent to sell, give or distribute any “controlled substance,” “imitation controlled substance,” or “marijuana,” as all are defined in Virginia law, while

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

A. Expulsion

A student who is determined to have brought a controlled substance, imitation controlled substance, or marijuana onto school property or to a school-sponsored activity may be expelled in accordance with Policy JGD/JGE Student Suspension/Expulsion. The superintendent may determine, based on the facts of the particular case, that special circumstances exist and no disciplinary action or another form of discipline is appropriate. Any such disciplinary action shall be taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

B. Prevention and Intervention

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

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

C. Required Reporting to Parents and Local Law Enforcement

The principal reports a violation of this policy to parents and local law enforcement as required by Policy CLA Reporting Acts of Violence and Substance Abuse.

II. Students with Disabilities

- A. Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy JGDA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.
- B. Additional authority to remove a student with a disability from school for a drug violation.
1. In addition to the authority granted in Section I and Section II, subsection A above, a student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.
 2. For purposes of this forty-five (45) school day removal, "illegal drugs" and "controlled substance" are defined by federal law as follows:
 - a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act at 21 U.S.C. § 812(c).
 - b. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

Adopted:

Legal Refs: 20 U.S.C. § 1415.
21 U.S.C. § 812.

Code of Virginia, 1950, as amended, §§ 18.2-247, 18.2-250, 18.2-255.2, 22.1-277.08, 54.1-3401.

8 VAC 20-81-10.

Cross Refs:	CLA	Reporting Acts of Violence and Substance Abuse
	JGD/JGE	Student Suspension/Expulsion
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities

WRITTEN NOTIFICATION OF VIOLATION OF SCHOOL POLICIES BY
STUDENTS IN ALTERNATIVE EDUCATION PROGRAMS

The School Board requires written notification of an offense to the parent, guardian or other person having charge or control of a pupil in an alternative education program as described in Va. Code § 22.1-209.1:2 when

- a pupil commits an offense in violation of School Board policies and school officials determine the offense was committed without the willful intent to violate such policies, or
- the offense did not endanger the health and safety of the individual or other persons.

The notification identifying the nature of the offense shall be made no later than two school days following the incident. The School Board requires the principal of the school the child attends, or other appropriate school personnel, to develop appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § ~~22.1-209.1:2(D)~~ 22.1-209.1:2.

SEARCH AND SEIZURE

A search involves an invasion of privacy. Whether a search of a student is permissible depends on a balancing of the student's right to privacy and freedom from unreasonable search and seizure against the school division's responsibility to protect the health, safety and welfare of all persons in the school community and to carry out its educational mission. To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student belongings, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school or any item described as unauthorized in school rules available beforehand to the student.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property. Searches may be conducted wherever the student is involved in a school-sponsored function.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

All individual searches of students must be based on reasonable suspicion. In order to be permissible, the search must be:

- justified at its inception and
- reasonably related in scope to the circumstances justifying the search.

An individual search is justified at its inception when a school official has reasonable grounds, based on the totality of the known circumstances, for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonable in scope when it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of

a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches involve an extreme intrusion into the rights of a student and may only be conducted when an extremely serious situation exists requiring immediate action because of an imminent threat of death or great bodily injury to a person or persons¹. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or superintendent's designee, unless the health or safety of the student is endangered by the delay.

LOCKER AND DESK SEARCHES

Student lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent and without a search warrant.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent and without a search warrant.

COMPUTER SEARCHES

The school computer system, as defined in Policy GAB/IIBEA Acceptable Computer System Use, is school property. Students are only authorized to use the school's computer system and other similar educational technology consistent with the

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

¹ Some school boards may chose to prohibit the use of strip searches by school personnel altogether. Such boards should delete this paragraph from their policy.

educational mission of the school and in accordance with Policy GAB/IIBEA Acceptable Computer System Use. School officials may search school computers, software and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES

If a student gives a school official consent for a search the school official does not need to demonstrate reasonable suspicion. A student's consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive themselves to be at risk of punishment for refusing to grant permission for the search.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.²

Adopted:

Legal Refs.: New Jersey v. T.L.O., 469 U.S. 325 (1985).

U.S. Const. amend IV.

Va. Const. art.I, § 10.

Code of Virginia, 1950, as amended, §§ 22.1-279.7, 22.1-280.2:3.

Virginia School Search Resource Guide (Virginia Department of Education Oct. 2000).

Cross Ref. ³ :	CLA	Reporting Acts of Violence and Substance Abuse
	EGAA	Reproduction and Use of Copyrighted Materials
	GAB/IIBEA	Acceptable Computer System Use
	JFC	Student Conduct
	~~JFC-R~~	~~Standards of Student Conduct~~

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

² If the School Board's Memorandum of Understanding with the local law enforcement agency addresses turning contraband or illegal materials over to the law enforcement authority, the School Board may want to include a reference to the Memorandum of Understanding in this policy.

³ Any division that has a student drug testing policy should include a reference to it in the list of Cross References.

JFCD	Weapons in School
JFCF	Drugs in School
KNAJ	Relations with Law Enforcement Authorities

DISCIPLINE OF STUDENTS WITH DISABILITIES FOR INFLICTION OF SERIOUS BODILY INJURY

A student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. If no manifestation is found, the student may be disciplined to the extent that a student without disabilities would be disciplined.

In addition, the applicable procedures of Policies JGDA Disciplining Students with Disabilities and JGD/JGE Student Suspension/Expulsion will be followed.

The term serious bodily injury has the same meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18 of the United States Code.

Adopted:

Legal Refs: 18 U.S.C. § 1365(h)(3).
20 U.S.C. § 1415(k)(1)(G)(iii).
34 C.F.R. §§ 300.530(g) and 300.530(i)(3).

Code of Virginia, 1950, as amended, § 22.1-214.

8 VAC 20-81-10.

8 VAC 20-81-160.

Cross Refs:	JFCD	Weapons in School
	JFCF	Drugs in School
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities

LACTATION SUPPORT FOR STUDENTS

The superintendent shall designate a non-restroom location in each school as an area in which ~~any mother who is employed by the BLANK School Board or anyone who~~ is enrolled as a student in the division may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one. The area must be shielded from public view.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-79.6.

Cross Refs.: GBEF Lactation Support for Employees

STUDENT-ATHLETE SUDDEN CARDIAC ARREST

In order to participate in any extracurricular physical activity, each student-athlete and the student-athlete's parent or guardian must review, on an annual basis, information provided by the school division on symptoms that may lead to sudden cardiac arrest. After reviewing the materials, each student-athlete and the student-athlete's parent or guardian must sign a statement acknowledging receipt of such information, in a manner approved by the Virginia Board of Education.

A student-athlete who is experiencing symptoms that may lead to sudden cardiac arrest must be immediately removed from play. A student-athlete who is removed from play shall not return to play until ~~he~~ the student-athlete is evaluated by and receives written clearance to return to physical activity by an appropriate licensed health care provider as determined by the Virginia Board of Education. The licensed health care provider evaluating student-athletes may be a volunteer.

The superintendent is responsible for developing, biennially reviewing, and updating procedures to implement this policy.¹

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-271.8.

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

¹ Va. Code § 22.1-271.8 requires that this policy also be updated biennially.

RESTRAINT AND SECLUSION OF STUDENTS

Physical restraint and seclusion may only be used by BLANK School Board staff¹ for the purpose of behavioral intervention in accordance with this policy and the Virginia Board of Education Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia.² The School Board encourages the use of positive behavioral interventions and supports to reduce and prevent the need for the use of physical restraint and seclusion.

The superintendent is responsible for developing procedures to address the requirements of the Board of Education Regulations. Those procedures shall include:

- examples of the positive behavioral interventions and support strategies consistent with the student's rights to be treated with dignity and to be free from abuse that the school division uses to address student behavior, including the appropriate use of effective alternatives to physical restraint and seclusion;
- a description of initial and advanced training for school personnel that addresses appropriate use of effective alternatives to physical restraint and seclusion and the proper use of restraint and seclusion;
- a statement of the circumstances in which physical restraint and seclusion may be employed, which shall be no less restrictive than that set forth in 8 VAC 20-750-40 and 8 VAC 20-750-50;
- provisions addressing the
 - notification of parents regarding incidents of physical restraint or seclusion, including the manner of such notification;
 - documentation of the use of physical restraint and seclusion;
 - continuous visual monitoring of the use of any physical restraint or seclusion to ensure the appropriateness of such use and the safety of the student being physically restrained or secluded, other students, school personnel, and others. These provisions shall include exceptions for emergency situations in which securing visual monitoring before implementing the physical restraint or seclusion would, in the reasonable judgment of the school personnel implementing the physical restraint or seclusion, result in serious physical harm or injury to persons;

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

¹ School divisions that utilize school resource officers must address the use of seclusion and restraint by law enforcement personnel in school settings in their memorandum of understanding with the local law enforcement agency that employs the school resource officers.

² School boards that do not permit the use of physical restraint ~~and~~ or seclusion should not adopt this policy.

- securing of any room in which a student is placed in seclusion. These provisions shall ensure that any seclusion room or area meet specifications for size and viewing panels that ensure the student's safety at all times, including during a fire or other emergency; and
- the appropriate use and duration of seclusion based on the age and development of the student³.

The School Board reviews this policy at least annually and updates it as appropriate. The superintendent reviews the procedures at least annually and updates them as appropriate.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-16, ~~22.1-78~~, 22.1-279.1, 22.1-279.1:1.

8 VAC 20-750-40.

8 VAC 20-750-50.

8 VAC 20-750-70.

Cross Refs.:	BF	Board Policy Manual
	CH	Policy Implementation
	EB	School Crisis, Emergency Management, and Medical Emergency Response Plan
	IGBA	Programs for Students with Disabilities
	JFC	Student Conduct
	JGA	Corporal Punishment
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	KNAJ	Relations with Law Enforcement Authorities

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

³ A school board that does not authorize the use of seclusion should not adopt this requirement and should remove references to seclusion throughout the policy.

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program are available for inspection by the parents or guardians of the student in accordance with Policy KBA Requests for Public Records.

B. Participation in Surveys and Evaluations

No student is required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent,
- (2) mental or psychological problems of the student or the student's family,
- (3) sex behavior or attitudes,
- (4) illegal, anti-social, self-incriminating, or demeaning behavior,
- (5) critical appraisals of other individuals with whom respondents have close family relationships,
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- (7) religious practices, affiliations, or beliefs of the student or student's parent, or
- ~~(8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.~~
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School

Board notifies the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice informs the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey do not disclose personally identifiable information.

No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

In the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered is protected by:
[insert list of arrangements to protect student privacy in the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above.]

II. Physical Examinations and Screenings

If the BLANK School Division administers any physical examinations or screenings other than

- those required by Virginia law, and
- surveys administered to a student in accordance with the Individuals with Disabilities Education Act,

policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

III. Commercial Use of Information

Questionnaires and surveys are not administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;
- book clubs, magazines, and programs providing access to low-cost literary products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

IV. Notification

Notification of Policies

The Board provides notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board also offers an opportunity for the parent (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

Notification of Specific Events

The Board directly notifies the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in subsection I.B. above; or
- any nonemergency, invasive physical examination or screening that is
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent: the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- a student or parent's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

Adopted:

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-79.3.

Cross Refs.:	INB	Teaching About Controversial Issues
	JHDA	Human Research
	KBA	Requests for Public Records
	KF	Distribution of Information/Materials

PUBLIC COMPLAINTS

Complaints involving a particular school are handled within the school through the established channel of responsibility. If the complaint cannot be resolved at the level of the principal, it is referred to the superintendent or superintendent's designee. If the central office staff and complainant cannot reach a satisfactory solution, the matter may, at the School Board's discretion, be heard at a regular board meeting.

Any parent, custodian, or legal guardian of a pupil attending the BLANK public schools who is aggrieved by an action of the School Board may, within thirty days after such action, petition the local circuit court to review the action of the School Board. The court will sustain the action of the School Board unless the School Board exceeded its authority, acted arbitrarily or capriciously or abused its discretion.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-87, 22.1-253.13:7.

Cross Refs.:	GB	Equal Employment Opportunity/Nondiscrimination
	GBA/JFHA	Prohibition Against Harassment and Retaliation
	GBLA	Third Party Complaints Against Employees
	<u>IIA</u>	<u>Instructional Materials</u>
	JB	Equal Educational Opportunities/Nondiscrimination
	<u>KLB</u>	<u>Public Complaints About Learning Resources</u>

PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES

It is the responsibility of the BLANK School Board to establish procedures for handling challenged controversial materials.

The procedure for filing a complaint concerning learning resources is as follows:¹

OPTION 1

1. The complaint should be filed in writing with the principal on the "Request for Reconsideration of Learning Resources" form KLB-E. This form may be obtained from the principal or the central office.
2. A review committee consisting of the principal, the library media specialist, the classroom teacher (if involved), a parent and/or student and the complainant will convene.

The responsibilities of the committee are to:

- a. read, view or listen to the challenged material;
 - b. read several reviews, if available;
 - c. check standard selection aids;
 - d. talk with persons who may be knowledgeable about the material in question and similar material;
 - e. discuss the material;
 - f. make a decision to recommend retaining or withdrawing the material;
 - g. file the recommendation of the committee with the principal and the superintendent or superintendent's designee;
 - h. notify the complainant of its recommendation and the disposition of the challenged material.
3. The complainant may appeal the decision to the superintendent or superintendent's designee and, then, to the School Board².

OPTION 2

Despite the care taken in selecting suitable learning resources, and despite the qualifications and expertise of persons involved in that selection process, it is

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

¹ The following language describes two possible procedures. The school board may use one of these or may create its own procedure.

² The School Board may want to specify the procedures that will be followed if the decision of the superintendent or superintendent's designee is appealed.

recognized that occasional objections to materials will be made by the public. It is, therefore, the policy of the School Board to provide channels of communication and a fair procedure for members of the community to follow in expressing and resolving concerns about learning resources, including instructional materials, used in teaching the curriculum.

Complaints about learning resources should be presented in writing using KLB-E, "Request for Reconsideration of Learning Resources" form, which may be obtained from the principal or the central office. The standards and procedure for review shall be consistently applied. Materials shall be considered for their educational suitability and shall not be removed because of partisan or doctrinal disapproval. Challenges which are not resolved at the building level may be submitted to the superintendent or superintendent's designee. The decision of the superintendent may be appealed to the School Board or reviewed at the School Board's request. The decision of the School Board will be final.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.

Cross Refs.:	IIA	Instructional Materials
	IGAH	Family Life Education
	INB	Teaching About Controversial Issues
	KL	Public Complaints
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES

Despite the care taken in selecting suitable learning resources, and despite the qualifications and expertise of persons involved in that selection process, it is recognized that occasional objections to materials will be made by the public. It is, therefore, the policy of the School Board to provide channels of communication and a fair procedure for members of the community to follow in expressing and resolving concerns about learning resources, including instructional materials, used in teaching the curriculum.

Complaints about learning resources should be presented in writing using KLB-E, "Request for Reconsideration of Learning Resources" form, which may be obtained from the principal or the central office. The standards and procedure for review shall be consistently applied in recognition of the respective rights and responsibilities of all concerned. Materials shall be considered for their educational suitability and shall not be proscribed or removed because of partisan or doctrinal disapproval. Challenges which are not resolved at the building level may be submitted to the superintendent or superintendent's designee. The decision of the superintendent may be appealed to the School Board or reviewed at the School Board's request¹. The decision of the School Board will be final.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.

Cross Refs.:	IIA	Instructional Materials
	IGAH	Family Life Education
	INB	Teaching About Controversial Issues
	KL	Public Complaints
	KQ	Commercial, Promotional and Corporate Sponsorships and Partnerships

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

¹The School Board may want to specify the procedures that will be followed if the decision of the superintendent or superintendent's designee is appealed or if the Board decides to review the decision.

BLANK SCHOOL DIVISION REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Request By _____	
Representing _____	Myself _____
	Organization or Group _____
	(please identify) _____
Address _____	E-mail address _____
Telephone _____	
How do you prefer to be contacted? _____	
Title or Description of Item _____	
Author or Editor _____	
Type of Material (book / film / record / speaker / software / other (specify)) _____	

1. Did you examine, review, or listen to this learning resource or presentation in its entirety?

☐ YES ☐ NO

2. Have you discussed this material with school staff who ordered it or who use it?

☐ YES ☐ NO

If yes, please identify the staff person(s) with whom you had the discussion:

[Print name of staff person(s)]

Are you aware of evaluations of this material by professional critics?

☐ YES ☐ NO

If no, would you be interested in receiving this information?

☐ YES ☐ NO

3. Describe what prompted your concern about the material. Please cite page numbers and/or specific information from the material to support your concerns (attach additional material, if necessary).

4. Does the general purpose for the use of the material, as described by the school staff or in the BLANK school division's program objectives, seem a suitable one for you?
- ☐ YES ☐ NO

If not, please explain (attach additional material, if necessary)

5. What action[s] would you like to see ~~the school take~~ taken regarding this material?

- ☐ Do not assign it to my child ☐ ~~The school should reevaluate the material~~
Use of the material should be reevaluated.

☐ Other—

Explain: _____

6. Are there other materials of the same subject and format that you would suggest for consideration in place of this material? ☐ YES ☐ NO

If yes, please identify your suggestions.

Signature _____ Date _____

RETURN COMPLETED FORM TO SCHOOL PRINCIPAL

RELATIONS WITH PARENT ORGANIZATIONS

The BLANK School Board encourages the establishment of parent-teacher organizations that seek to advance programs that improve educational opportunities for all students consistent with state and federal law. The School Board requests that parent-teacher organizations maintain a close relationship with the Board, administration and staff, and that they consider School Board and school policies when planning activities.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, ~~22.1-253.13:7.C.4.~~ 22.1-253.13:7.

Cross Refs.: IGBC	Parental Involvement
KF	Distribution of Information/Materials

CHARTER SCHOOLS

Purpose

In order to (1) encourage the development of innovative programs; (2) provide opportunities for innovative instruction and student assessment; (3) provide parents and students more choices; (4) provide innovative scheduling, structure and management; (5) encourage the use of performance-based educational programs; (6) establish high standards for teachers and administrators; and (7) develop models for replication in other public schools, the BLANK School Board receives and considers applications for the establishment of charter schools.

Definition of Charter School

A charter school is a public, nonreligious or non-home-based alternative school located within the BLANK School Division or operated jointly by multiple school divisions. A charter school may be created as a new school or by converting all or part of an existing public school. Conversions of private schools or home-based programs are not permitted. A charter school for at-risk pupils may be established as a residential school.

In establishing public charter schools within the division, the School Board gives priority to public charter school applications designed to increase the educational opportunities of at-risk students. At least one half of the public charter schools in the division must be designed for at-risk students. However, conversions of existing public schools into public charter schools that serve the same community as the existing public school do not count in the determination of school division compliance with the one-half requirement.

Enrollment in a charter school is open to any child who resides within the school division or, in the case of a regional public charter school, within any of the relevant school divisions, through a lottery process on a space-available basis, except that in the case of the conversion of an existing public school, students who attend the school and the siblings of such students are given the opportunity to enroll in advance of the lottery process. Students eligible to enroll in the school division pursuant to Va. Code § 22.1-3.B because they are the children of military personnel on active military duty who will reside in the division may participate in the lottery process for charter schools in the division at the same time and in the same manner as students who reside in the division.

Public charter schools are subject to all federal laws and authorities as set forth in law and the charter contract. Public charter schools are subject to the same civil rights, health and safety requirements applicable to other public schools in the Commonwealth, except as otherwise provided by law.

Public charter schools are subject to the student assessment and accountability requirements applicable to other public schools. Nothing precludes a public charter school from establishing additional student assessment measures that go beyond state requirements if the School Board approves such measures.

Management committees of public charter schools are subject to and shall comply with the Virginia Freedom of Information Act (§ 2.2-3700 et seq.).

No public charter school shall discriminate against any individual on the basis of disability, race, creed, color, sex, sexual orientation, gender, gender identity, national origin, religion, ancestry, or need for special education services or any other unlawful basis, and each public charter school shall be subject to any court-ordered desegregation plan in effect for the school division.

No public charter school shall discriminate against any student on the basis of limited proficiency in English and each public charter school shall provide students who have limited proficiency in English with appropriate services designed to teach such students English and the general curriculum, consistent with federal civil rights laws.

No public charter school shall engage in any sectarian practices in its educational program, admissions or employment policies or operations.

Application Process

Any person, group or organization may submit an application for the formation of a public charter school to the BLANK School Board. A complete application includes the applicant's Virginia Public Charter School Application package submitted to the Board of Education, the result of the Board of Education's review of the application and the Charter School Application Addendum (LC-E [School Division] Charter School Application Addendum). Prior to submitting a charter school application to the School Board, a public charter school applicant shall submit its proposed charter application to the Board of Education for review and comment and a determination as to whether the application meets the approval criteria developed by the Board of Education. Charter School applications initiated by the BLANK School Board must conform to the Virginia Public Charter School Application. However, such applications are not required to receive Board of Education review and comment prior to action by the School Board.

The Board of Education examines all applications, other than those initiated by the School Board, for feasibility, curriculum, financial soundness and other objective criteria it may establish, consistent with existing state law. The Board of Education's review and comment is for the purpose of ensuring that the application conforms with such criteria. The school division may work with a charter school applicant before the application is submitted to the Board of Education for review and recommendation.

All public charter school applicants, other than those initiated by the School Board, must also complete the application addendum in the format provided in Exhibit

LC-E [School Division] Charter School Application Addendum. The School Board shall establish a "review team" consisting of appropriate school personnel, a local business representative and a resident charter school proponent to evaluate charter school applications. The School Board shall designate the chairman of the review team as the contact person for answering questions about the application process and receiving applications.¹ The review team shall work cooperatively with applicants for charter schools. When an application is incomplete, the review team shall request the necessary information; an incomplete application is not grounds for denying a charter. However, if the applicant does not provide the necessary information within a reasonable timeframe (established by the review team)² then the application may be denied.

The review team shall (1) recommend to the School Board appropriate criteria for reviewing charter school applications; (2) evaluate all charter school applications based on the review criteria adopted by the School Board; (3) recommend one of the following options to the School Board for each application: approve, reject, place on a waiting list or return with suggestions for improvement; (4) monitor charter school progress; and (5) make recommendations for revocation, renewal or non-renewal of charter contracts.

The BLANK School Board shall establish ~~a regulation~~ procedures for receiving, reviewing and ruling on applications for the establishment of charter schools. Such ~~regulation~~ procedures must include a timeline for the application and review process and the means for reviewing and evaluating each application, including the criteria on which the decision to grant or deny a charter will be based.³ To provide appropriate opportunity for input from parents, teachers, citizens, and other interested parties and to obtain information to assist the School Board in its decision to grant or deny a public charter school application, the ~~regulation~~ procedures will provide for public notice and the receipt of comment on public charter school applications. The School Board shall give at least 14 days' notice of its intent to receive public comment on an application. A copy of the ~~regulation~~, procedures including the review criteria, shall be posted on the

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

¹ The School Board must ensure a fair and objective process for receiving and evaluating applications. Fairness and objectivity can be accomplished by establishing a review team.

² The law does not address applicants who fail to provide the requested information. However, it seems logical to set some limit on the time for supplying incomplete information. Certainly, if the applicant does not provide the information within the timeframe for approval of applications, as established by the review team, then the application could not be recommended for approval for the next school year.

³ Virginia law leaves the entire application timeline and review process to the discretion of the School Board.

division's website and a copy shall be made available to any interested party upon request.

School Board Decision

If the School Board denies a public charter school application, or revokes or fails to renew a charter agreement, it shall provide to the applicant or grantee its reasons, in writing, for such decision, and it shall post such reasons on its website. A public charter school applicant whose application was denied, or a grantee whose charter was revoked or not renewed, is entitled to petition the School Board for reconsideration. The petition for reconsideration shall be filed no later than 60 days from the date the public charter school application is denied, or the charter agreement is revoked or fails to be renewed. Such reconsideration shall be decided within 60 days of the filing of the petition.

The School Board shall establish a process for reviewing petitions of reconsideration, which shall include an opportunity for public comment. The petition of reconsideration may include an amended application based on the reasons given by the School Board for such decision. Prior to seeking reconsideration, an applicant or grantee may seek technical assistance from the Superintendent of Public Instruction to address the reasons for denial, revocation or non-renewal.

Upon reconsideration, the decision of the School Board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement is final and not subject to appeal. Following a decision to deny a public charter school application or to revoke or fail to renew a charter agreement, the School Board submits documentation to the Board of Education as to the rationale for the School Board's decision. The Board of Education has no authority to grant or deny a public charter school application or to revoke or fail to renew a charter agreement but may communicate any Board finding relating to the rationale for the School Board's denial of the public charter school application or revocation of or failure to renew the charter agreement based on the documentation submitted in any school division in which at least half of the schools receive funding pursuant to Title I, Part A.

Nothing in this policy prohibits an applicant whose application has been denied or a grantee whose charter has been revoked or not renewed from submitting a new application.

Charter Contract

Within 90 days of approval of a charter application, the School Board and the management committee of the approved public charter school shall execute a charter contract that clearly sets forth (i) the academic and operational performance expectations and measures by which the public charter school will be judged and (ii) the administrative relationship between the School Board and public charter school, including each party's rights and duties. The 90-day period may be extended by up to

30 days by mutual agreement of the parties. Such performance expectations and measures shall include applicable federal and state accountability requirements and may be refined or amended by mutual agreement after the public charter school has collected baseline achievement data for its enrolled students.

The academic and operational performance expectations and measures in the charter contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures and metrics that will guide the School Board's evaluations of the public charter school. The performance framework shall include indicators, measures and metrics for:

- student academic proficiency;
- student academic growth;
- achievement gaps in both proficiency and growth between the major student subgroups based on gender, race, poverty status, special education status, English language learner status and gifted status;
- attendance;
- recurrent annual enrollment;
- postsecondary education readiness of high school students;
- financial performance and sustainability; and
- the performance and stewardship of the management committee, including compliance with all applicable laws, regulations and terms of the charter contract.

The performance framework shall allow the inclusion of additional rigorous, valid and reliable indicators proposed by the charter school to augment external evaluations of its performance, provided that the School Board approves the quality and rigor of such indicators.

The performance framework shall require the disaggregation of all student performance data by major student subgroups based on gender, race, poverty status, special education status, English language learner status and gifted status.

Annual performance targets shall be set by the public charter school and the School Board and shall be designed to help each school meet applicable federal, state and School Board expectations.

The charter contract shall be signed by the chairman of the School Board and the president or chairman of the public charter school's management committee. Within 10 days of executing a charter contract, the School Board shall submit to the Board written notification of the charter contract execution, including a copy of the executed charter contract and any attachments.

No public charter school shall commence operations without a charter contract executed in accordance with this policy and approved in an open meeting of the School Board.

Waivers of School Board Policy and State Regulation

A charter school may operate free from School Board policies and state regulations, except the Standards of Quality, the Standards of Accreditation and Standards of Learning, as agreed in the charter contract. The School Board shall request from the Board of Education, on behalf of its charter schools, waivers from state regulation contained in each approved charter application. If the charter school is designed to increase the opportunities of at-risk students, then the School Board shall request that the Board of Education approve an Individual School Accreditation Plan.

Management and Operation

A charter school shall be administered and operated by a management committee in the manner agreed to in the charter contract. The management committee shall be composed of parents of students enrolled in the school, teachers and administrators working in the school and representatives of any community sponsors, or any combination thereof. A charter school shall be responsible for its own operations. However, a charter school may negotiate and contract with the School Board, or any other third party, for the provision of necessary services; services provided by the School Board must be provided at cost.

The applicant and members of the management committee, administrators, and other personnel serving in a public charter school must disclose any ownership or financial interest they may have in renovating, lending, granting, or leasing public charter school facilities.

Personnel

Charter school personnel shall be selected as agreed in the charter contract. Such personnel may, but are not required, to be employees of the School Board. However, all charter school personnel shall be subject to the provisions of Va. Code §§ 22.1-296.1, 22.1-296.2 and 22.1-296.4.

Professional, licensed employees currently employed by the School Board may volunteer for assignment to a charter school and may be assigned by the School Board to a charter school for one contract year and reassigned annually upon the request of the employee and management committee. Professional, licensed employees assigned to a charter school shall receive the same employment benefits as such personnel assigned to noncharter schools. Professional, licensed personnel who request assignment to a noncharter school or who are not recommended for reassignment in

the charter school, other than for reasons cited in § 22.1-307 of the Code of Virginia, shall be transferred to a noncharter school according to School Board policy.⁴

The School Board may employ health, mental health, social services and other related personnel to serve in residential charter schools for at-risk students as determined in the charter agreement. However, the School Board is not required to fund the residential or other services provided by a residential charter school.

The School Board has the final authority to assign professional, licensed personnel to charter or other schools within the division.⁵

Funding

Charter schools shall be funded as provided by law and negotiated in the charter contract.

Revocation and Renewal of the Charter Contract⁶

The School Board may revoke a charter contract if

- the charter school violates the conditions, standards or procedures established in the application;
- the charter school violates a material term of the charter contract (for example, failing to provide required reports to the School Board);⁷
- the charter school fails to meet or make reasonable progress toward achievement of the content standards or student performance standards identified in the charter application;

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

⁴ A provision dealing with the transfer of charter school personnel should be added to School Board policies governing personnel.

⁵ Unilaterally assigning personnel to a charter school may stifle the innovation and choice which were reasons for granting the charter. However, the ultimate authority to assign personnel rests in the School Board.

⁶ Va. Code § 22.1-212.12(C) states that nothing in the section shall be construed to restrict the authority of the School Board to decline to renew a charter contract. This section suggests that the School Board is not limited to the statutory criteria in making a renewal decision. However, if other criteria are used in the renewal decision, then they should be stated in ~~policy or regulation~~: policy.

⁷ Although not explicitly stated in the law, a charter could be revoked for a material violation of its terms.

- the charter school fails to meet generally accepted standards of fiscal management; or
- the charter school violates any provision of law from which it was not specifically exempted.

A charter contract may be renewed for up to five years. The management committee must apply to renew the charter by [INSERT AMOUNT OF TIME] before the charter expires.⁸

The application for renewal shall contain

- a report on the progress of the charter school in achieving the goals, objectives, program and performance standards for students and other conditions and terms the School Board required in the charter
- a financial statement, on forms prescribed by the Board of Education, disclosing the costs of administration, instruction and other spending categories which is written in a way to allow the School Board and the public to compare such costs to the costs of other schools and comparable organizations
- other information the School Board may require

If a charter contract is revoked or not renewed, or a charter school is dissolved, the management committee shall be responsible for all financial obligations of the charter school.⁹

Reports

The School Board reports the following to the Board of Education:

- the grant or denial of charter applications, applications for renewal, and the revocation of any charter contract; for any such denial, revocation or failure to renew, the report to the Board of Education contains documentation as to the reason for the denial or revocation
- whether a public charter school is designed to increase the educational opportunities of at-risk students

The Board of Education will report the number of public charter schools established in Virginia, and the number of charters denied, in its annual report to the Governor and the General Assembly.

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

⁸ There is no statutory deadline for submitting a renewal application. Each school board should select a sufficient amount of time before the expiration of the charter contract to allow the conclusion of financial and administrative operations, including the reassignment of personnel, to be accomplished.

⁹ This provision should be included in the charter contract.

Adopted:

Legal Refs: 20 U.S.C. § ~~6311(b)(1)(B)~~. 6311.

Code of Virginia, 1950, as amended, §§ 22.1-3, 22.1-212.5 et seq.

Cross Refs:	KBA	Requests for Public Records
	KBA-F1	Request for Public Records
	KBA-F2	Record of Inspection and/or Delivery of Copies
	KBA-R	Requests for Public Records
	LC-E	[School Division] Charter School Application Addendum

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org



School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: **Booster Club Guidelines for Tazewell County Public Schools**

ENCLOSURE:

SUMMARY: Ms. Cox will ask the School Board to review the proposed Booster Club Guidelines and to let her know of any changes, so this can be placed on the April agenda for approval.

RECOMMENDATION: NA

506 Jeffersonville Street
Tazewell, VA 24651-5396
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Fax (276) 988-1976
www.tcpsva.org



School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: **Budget Update**

ENCLOSURE:

SUMMARY: Ms. Cox will share a budget update with School Board members.

RECOMMENDATION: Informational only

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School Board Members
Chris Moir, Chair
Donna Whittington, Vice-Chair
Irene Mullins
Erik Robinson
David Woodard

March 11, 2024

SUBJECT: Superintendent's Update

ENCLOSURE:

SUMMARY: Dr. Stacy will share various school updates with Board members.

RECOMMENDATION: Informational only

**TAZEWELL COUNTY PUBLIC SCHOOLS
MEMBERSHIP SUMMARY
FEBRUARY 2024**

MEMBERSHIP														ATTENDANCE		
SCHOOL			2	3	4		6				0		2	TOTAL	ADA	ATT
Graham High										124	134	127	127	512	481.8	91.47
Richlands High										154	142	129	160	585	538.4	92.48
Tazewell High										159	132	113	123	527	466.1	91.65
Subtotal										437	408	369	410	1624		92.17
Graham Middle							107	99	116					322	299.4	92.80
Richlands Middle							150	170	146					466	428.6	91.81
Tazewell Middle							129	124	125					378	347.0	91.81
Subtotal							386	393	387					1166		92.08
Abbs Valley Elementary	18	20	30	17	20	26								131	120.1	91.78
Cedar Bluff Elementary	44	64	65	56	53	50								332	308.6	93.05
Dudley Primary	87	130												217	198.7	91.07
Graham Intermediate			87	104	97	95								383	353.2	92.13
Richlands Elementary	87	83	99	89	91	67								516	470.5	91.26
Tazewell Primary	132	125	131											388	342.6	92.43
Tazewell Intermediate				128	117	125								370	343.7	88.89
Subtotal	368	422	412	394	378	363								2337		90.63
TOTALS	368	422	412	394	378	363	386	393	387	437	408	369	410	5127	3212.6	91.68

Pre	
Abbs Valley	26
Cedar Bluff	17
Dudley Primary	28
Richlands Elementary	47
Tazewell Primary	49

Total PreK 167

Total K 12: 5 127
Total PreK: 167
Division Total: **5 294**

	12th grade enrollment numbers include former graduates who still qualify for educational services. GHS 1 student RHS 3 students THS 2 students
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**TAZEWELL COUNTY PUBLIC SCHOOLS
MEMBERSHIP REPORT 2023-2024**

SCHOOL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Graham High	538	536	531	529	529	529	527				
Richlands High	606	603	597	587	587	587	585				
Tazewell High	514	511	514	511	510	512	512				
Subtotals	1658	1650	1642	1627	1626	1628	1624	0	0	0	0
Graham Middle	329	325	323	323	322	323	322				
Richlands Middle	468	472	473	471	471	469	466				
Tazewell Middle	382	378	382	381	383	377	378				
Subtotals	1179	1175	1178	1175	1176	1169	1166	0	0	0	0
Abbs Valley Elementary	152	155	157	156	156	155	157				
Cedar Bluff Elementary	354	351	350	349	348	345	349				
Dudley Primary	241	242	243	242	242	247	245				
Graham Intermediate	380	383	385	389	388	385	383				
Richlands Elementary	560	565	563	565	566	565	563				
Tazewell Primary	442	435	437	438	435	436	437				
Tazewell Intermediate	360	364	363	368	369	368	370				
Subtotals	2489	2495	2498	2507	2504	2501	2504	0	0	0	0
TOTALS	5326	5320	5318	5309	5306	5298	5294	0	0	0	0

Homebound/Homebase numbers (below) are not included in overall total. Homebound/Homebase students are counted in their home schools. Breakdown by school is shown below:

School	August Homebase	August Homebound	September Homebase	September Homebound	October Homebase	October Homebound	November Homebase	November Homebound	December Homebase	December Homebound
AVES	0	0	0	0	0	1	0	4	1	2
CBES	0	0	0	0	0	0	0	3	0	0
DPS	0	0	0	0	0	0	0	1	0	1
GIS	0	0	0	0	0	0	1	0	3	2
RES	0	0	0	2	0	2	0	3	0	4
TPS	0	0	1	0	2	0	2	2	3	6
TIS	0	0	0	1	0	1	0	1	1	0
GMS	1	0	1	1	1	0	1	3	1	3
RMS	0	1	0	1	0	1	0	2	0	2
TMS	0	0	0	0	1	3	1	3	1	1
GHS	0	2	0	4	0	5	0	8	0	6
RHS	0	5	0	8	4	11	7	18	7	21
THS	1	1	1	2	1	5	2	11	1	9
Total	2	9	3	19	9	29	14	59	18	57

	January Homebase	January Homebound	February Homebase	February Homebound	March Homebase	March Homebound	April Homebase	April Homebound	May Homebase	May Homebound
AVES	0	0	0	0	1	0	0	0		
CBES	0	0	0	0	0	0	0	0		
DPS	1	1	0	0	0	0	0	0		
GIS	2	2	1	1	0	0	0	0		
RES	0	3	0	13	0	0	0	0		
TPS	3	1	3	4	0	0	0	0		
TIS	1	0	1	2	0	0	0	0		
GMS	1	1	2	0	0	0	0	0		
RMS	2	4	1	7	0	0	0	0		
TMS	0	0	0	3	0	0	0	0		
GHS	0	2	0	8	0	0	0	0		
RHS	7	14	8	16	0	0	0	0		
THS	0	8	1	12	0	0	0	0		
Total	17	36	17	67	0	0	0	0	0	0

TCCTC Students (for informational purposes only; counts included in home high schools above.)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
GHS							66			
RHS							97			
THS							143			
BHS							30			
Total							336			