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 April 13, 2026 at 5:00 p.m.

PRESENT: Erik Robinson, School Board Chair
Irene Mullins, School Board Vice-Chair
Brannon Breeding, Board Member
Donna Culbertson, Board Member
David Woodard, Board Member
Dr. Chris Stacy, Division Superintendent
Deidra Hill, Deputy Superintendent
Vicki Bailey, Clerk

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

**Unscheduled Agenda Items**

None

**Approval of Agenda**

Vice-Chair Mullins made a motion to approve the agenda as presented. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

**Closed Session**

Pursuant to section 2.2-3711 of the Code of Virginia, a motion was made by Vice-Chair Mullins seconded by Mr. Breeding, and unanimously passed 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 Robinson called the open session portion of the meeting to order at 6:38 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 Robinson called for a moment of silence. Vice-Chair Mullins led the Pledge of Allegiance.

**Consent Agenda and Motions from Closed Session**

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

Vice-Chair Mullins made a motion to approve the sick bank request from employee HH for 15 days; approve the sick bank request from employee II for six days; and approve the sick bank request from employee JJ for 30 days. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

Vice-Chair Mullins made a motion to approve the minutes from the March 9, 2026 Student Disciplinary Committee meeting. Mr. Breeding seconded the motion, and the Board unanimously approved.

Vice-Chair Mullins made a motion to approve item C for personnel of the consent agenda. Mrs. Culbertson seconded the motion, and the Board approved 4-1, with Mr. Woodard voting no.

**Recognitions and Instructional Focus**

**A. Teachers of the Year, *School Principals***

- **Elementary Grades PK-2 - Tammy Foley, *Buffie Crabtree, Principal, Cedar Bluff Elementary***
- **Elementary Grades 3-5 - Kristi Hale, *Shawn Ross, Principal, Abbs Valley-Boissevain Elementary***
- **Middle School Grades 6-8 - Lisa Johnson, *Heather Larimer, Principal, Tazewell Middle School***
- **High School Grades 9-12 - Chase Meade-Patton, *Rickie Vencill, Principal, Richlands High School***
- **CTE Grades 9-12 - Brandon Matney, *Jerry Smith, Principal, Tazewell High School***

The Tazewell County 2025-2026 Teachers of the Year and their families were recognized during the Board meeting. Principals of the five teachers shared the many outstanding qualities each teacher possessed that made each one recommended for teacher of the year.

**B. National Teacher Appreciation Day - May 5, 2026, *Deidra Hill, Deputy Superintendent***

National Teacher Appreciation Day is a special time for the school division to recognize and celebrate those who lend their passion and skills to educating children and a time to ensure that the educators in our lives know how much they mean to the school division and the community. Ms. Hill told Board members that teachers were the heart of the school division and dedicated professionals who inspire, challenge and support students. The unwavering commitment teachers have for excellence in education helps build strong foundations for the future of children. Ms. Hill extended deepest gratitude to all teachers across the school division for their passion, resilience, and life changing impact they make in the lives of students and families in Tazewell County.

**C. National School Nurse Day - May 6, 2026, *Deidra Hill, Deputy Superintendent***

Ms. Hill told Board members the school division was fortunate to have school nurses who advance the well-being, academic success and life long achievements of students by serving on the front lines and providing a safety net for children. School nurses act as liaisons to the school community, families and health care providers on behalf of children's health by promoting wellness and improving health outcomes for children. School nurses play a critical roll in maintaining health learning environments. Ms. Hill expressed appreciation to all school nurses for all the efforts to meet the needs of today's students.

**D. School Library Month, *Deidra Hill, Deputy Superintendent***

With April being School Library Month, Ms. Hill shared that school librarians in the school division should be celebrated for their incredible work. School librarians support academic achievement and empower students to become lifelong learners and critical thinkers. She expressed appreciation to all librarians of Tazewell County Public Schools for the vital role they play in enriching the education of all students.

**E. Richlands Middle School FBLA Recognitions, *Sabrina Holmes, Principal, Richlands Middle School***

Mrs. Holmes shared Richlands Middle School FBLA had been re-established this school year and students had advanced to state competition. She told Board members eight of 12 students placed in the top 10 of the state. Mrs. Holmes recognized the FBLA students in attendance and expressed how proud she was of the entire group.

**F. Graham Middle School, Paige Bohon's Seventh Grade English Students and Tammy Heffinger, School Counselor, "The Coffin Quilt" Project, *Jennifer McGee, Principal, Graham Middle School***

Mrs. McGee recognized seventh grade English students who worked with teacher, Paige Bohon and Mrs. Heffinger to create a coffin quilt after reading *The Coffin Quilt*. Each student created a quilt square unique to their family or their self. Mrs. Heffinger made the squares into a quilt, which was showcased at the School Board meeting.

**G. Tazewell High School Recognitions, *Jerry Smith, Principal, Tazewell High School***

- ***State Indoor Track***
- ***State Swim Team***

Mr. Smith recognized students of the indoor track team and the swim team who competed at state competitions. He shared the individual accomplishments of each student who placed at the state meets.

**H. Graham High School Recognitions, *Justin Gilbert, Assistant Principal, Graham High School***

- **Model General Assembly**
- **Future Business Leaders of America State Qualifiers and Elise Jacobs FBLA State President**
- **Graham High School Boys Basketball Team - State 2A Champions**

Mr. Gilbert recognized students from Model General Assembly and FBLA students. He shared individual accomplishments of students from both groups. Mr. Gilbert also recognized the GHS Boys Basketball Team for being the State 2A Champions. This team was the first team to win the state basketball championship since 1956.

**I. Richlands High School Wrestling Team Recognitions, *Rickie Vencill, Principal, Richlands High School***

Mr. Vencill recognized students of the Richlands High School Wrestling Team. He shared the accomplishments of the team and individual members.

**J. Tazewell County Career and Technical Center Recognitions, *Lee Salyers, Principal, TCCTC/CTE Director***

- **District and State Skills Recognitions**
- **Lillian Wimmer - State JVG**

Mr. Salyers recognized students who competed at the district and state level Skills USA competitions. He shared the individual accomplishments of the students. Tyler Brooks, JVG Specialist, recognized Lillian Wimmer for being elected as a state SkillsUSA officer.

**K. Autism Awareness/Acceptance Month, *Melinda Smith, Director of Special Services***

Mrs. Smith and school staff members recognized three students for Autism Awareness Month. Gavin Booth, from Graham Middle School, read an essay for the School Board. Abe Edwards, from Richlands Middle School,

and his family shared information about their journey and experience over the years with the support of school staff. Mark Napier, from Tazewell Intermediate School, sang "My Heart Will Go On" for the School Board.

**Hearing of Citizens**

Pete Davis of Tazewell spoke regarding the selection of a football coach for Tazewell High School. Mr. Davis shared reasons why he felt the School Board should consider Deacon Young for the position.

**Hearing of Employees**

None

**Unfinished Business**

None

**New Business**

**A. Approval of the 2026 Interagency Agreement between the Tazewell County School Board and TASK (Taking Action for Special Kids), *Patti Cettin, Director, TASK* (SEE ATTACHED)**

Mrs. Cettin told Board members this year would be the twenty-fourth year of this agreement and the 43rd year of collaboration between TASK and the school division. She asked for Board approval of the agreement.

Vice-Chair Mullins made a motion that the Tazewell County School Board enter into the Interagency Agreement with TASK for 2026. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

**B. Special Education Annual Plan, *Melinda Smith, Director of Special Programs***

Mrs. Smith told Board members approval of the Special Education Annual Plan was required yearly. She asked for Board approval of the plan.

Vice-Chair Mullins made a motion that the Tazewell County School Board approve the Special Education Annual Plan as presented. Mr. Breeding seconded the motion, and the Board unanimously approved.

**C. Approval of the Special Education Advisory Committee (SEAC) Members, *Melinda Smith, Director of Special Programs***

Mrs. Smith asked for Board approval of the SEAC members: Patti Cettin, Amanda Watson and Patrice Lockhart.

Vice-Chair Mullins made a motion that the Tazewell County School Board approve the Special Education Advisory Committee members as presented. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

**D. Approval of VSBA February 2026 Policy Updates, *Dr. Chris Stacy, Division Superintendent* (SEE ATTACHED)**

Dr. Stacy asked Board members for a first read approval of the policies contained in the VSBA February 2026 Policy updates, with the exception of Policy BDDL. (The school division does not adopt Policy BDDL.) Dr. Stacy advised several policies had substantial updates. He also shared that Policies GDG and GDN were deleted by VSBA and merged with Policy GD. The school division had a regulation (GDN-R) under Policy GDN. Regulation GDN-R will be moved under Policy GD as GD-R.1.

Vice-Chair Mullins made a motion that the Tazewell County School Board approve the VSBA February 2026 Policy updates, with the exclusion of Policy BDDL, as a first read. Mr. Woodard seconded the motion, and the Board unanimously approved.

**E. Approval of VSBA Policy IGBJ, Advanced or Accelerated Mathematics *and* Policy Form IGBJ-F, Parent Notification Opt-Out for Advanced or Accelerated Mathematics Placement, first read, *Deidra Hill, Deputy Superintendent* (SEE ATTACHED)**

Ms. Hill told Board members Policy IGBJ was included in the May 2025 VSBA Policy updates, but the School Board did not approve IGBJ at that time. She advised the Virginia Department of Education originally planned to implement the Advanced or Accelerated Mathematics requirements for the 2025-2026 school year, but later delayed full implementation until the 2026-2027 school year. Board approval of a first read in April and a second read in May will ensure this policy will be in place for the 2026-2027 school year. Ms. Hill asked Board members for a first read approval of VSBA Policy

Vice-Chair Mullins made a motion that the Tazewell County School Board approve Policy IGBJ and Policy Form IGBJ-F as a first read. Mr. Breeding seconded the motion, and the Board unanimously approved.

**F. Approval of Perkins Plan, *Lee Salyers, Principal, TCCTC/CTE Director* (SEE ATTACHED)**

Mr. Salyers asked for Board approval of the 2026-2027 Perkins Plan. Federal monies for Career and Technical Education are allocated through the Perkins Plan. Tazewell County Public Schools must generate a categorical schedule of projected usage.

Vice-Chair Mullins made a motion that the Tazewell County School Board approve the 2026-2027 Perkins Plan. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

**G. Approval of Athletic Participation for Online Students, *Dr. Chris Stacy, Division Superintendent***

Dr. Stacy asked Board members to give approval for online students of Tazewell County Public Schools to participate in athletics for the 2026-2027 school year.

Vice-Chair Mullins made a motion that the Tazewell County School Board give approval for online students of Tazewell County Public Schools to participate in athletics for the 2026-2027 school year. Mr. Woodard seconded the motion, and the Board unanimously approved.

**<u>Superintendent's Report</u>**

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

Mrs. Ashby shared various testing updates, which can be found on the attached document.

**B. A. Linwood Holton Governor's School Update, *Donna Culbertson, School Board Member***

Mrs. Culbertson advised the offerings at the A. Linwood Holton Governor's School had been expanded. She advised she was very proud that Tazewell County Public Schools had 90 students enrolled for the 2025-2026 school year. Mrs. Culbertson reminded administrators this was a great opportunity for students.

**C. Summer School Update, *James McGee, Director of Secondary Education***

Mr. McGee told Board members summer school would be held at Tazewell Middle School and would consist of two-12 day sessions (June 8-23 and June 24-July 10). He advised that July 3 would be recognized as the July 4$^{th}$ holiday. Sessions would be from 8:00 a.m. to 2:30 p.m. with breakfast and lunch being free to all who attend. High school assistant principals would serve as administrators for summer school.

**D. Superintendent's Update, *Dr. Chris Stacy, Division Superintendent***

Dr. Stacy shared that Tazewell High School would not be available for summer school this year because the bathroom project and the gym wall project would hopefully begin once the school year was finished. He congratulated the Teachers of the Year for 2025-2026 and all of the students recognized during the meeting. Dr. Stacy shared information on the upcoming School Lunch Hero Day (May 1, 2026). He expressed excitement for new programs hopefully coming to TCCTC. Dr. Stacy said there was so much success throughout school division, and he thanked everyone for the dedication and hard work put forth each day. He said he was very proud to be the superintendent of Tazewell County Public Schools.

**Board Member Comments**

Mr. Woodard said it was amazing to have a meeting with so many successes recognized. He stated Giles County and Franklin County Career and Technical Centers have great farm programs and he was hopeful Tazewell County would have that type program in the future.

Mrs. Culbertson congratulated all students and staff recognized earlier in the meeting. She expressed appreciation to all teachers, nurses, school librarians and administrators, and said all of the success throughout the school division made her proud to be from Tazewell County.

Mr. Breeding echoed the statements of fellow Board members. He said seeing all of the recognitions and awards of students and staff were proof Tazewell County Public Schools has a bright future ahead.

Vice-Chair Mullins said it was a pleasure to see all of the student and teacher recognitions. She thanked administrators and staff members for everything they do for the students of Tazewell County Public Schools.

Chair Robinson congratulated all of the students and staff members recognized. He said the school division was lucky to have great teachers, nurses, librarians, coaches and administrators who work with the students.

Vice-Chair Mullins made a motion to adjourn at 8:35 p.m. Mrs. Culbertson seconded the motion, and the Board unanimously approved.

_____ _____

Erik Robinson, School Board Chair Date

_____ _____

Vicki Bailey, School Board Clerk Date

# Interagency Agreement
# Between
# Tazewell County Public Schools and TASK (Taking Action for Special Kids)
# Summer 2026

This formalizes an agreement between TASK (Taking Action for Special Kids) and Tazewell County Public Schools to administer and fund the 2026 TASK Summer Enrichment Program. This Summer Enrichment Program will serve identified children with disabilities ages 6 to 22. The program will operate for four weeks during the summer on a schedule to be determined. The curriculum will include reading, math, social skills, science, and art.

TAZEWELL COUNTY PUBLIC SCHOOLS assumes no responsibility for the employment or supervision of TASK employees.

TASK Responsibilities:

1. Assumes full administrative responsibility for the operation of the TASK Summer Enrichment Program, including persons secured by TASK to assist with program implementation.
2. Maintain liability insurance for the operation of the program.
3. Develop and distribute registration information to eligible students.
4. Plan educational programs.
5. Purchase classroom supplies.
6. Coordinate program activities with special education supervisor.
7. Report the expenditure of TCPS funds.
8. Evaluate student and teacher performance.
9. Structure the educational program to maintain and build upon the academic and functional progress of each student, based upon each student's IEP.
10. Implement safety protocols based on guidance provided by TASK underwriter, VDH and CDC.

Tazewell County Public Schools will provide:

1. Classrooms sufficient to meet student needs and administrative/supply area
2. Handicapped buses and drivers
3. Summer meals program
4. Speech therapy services to eligible students enrolled in the Program
5. Funding sufficient to pay professional staff to coordinate and deliver all instruction at TASK rates (not to exceed $25,000)
6. Access to Tazewell County Public Schools internet during the program
7. Assistance with publicizing the program and distributing applications to eligible students
8. Access to nurse's station and enhanced cleaning procedures.

THIS AGREEMENT WILL BE NEGOTIATED ANNUALLY.

Bronwyn Owen, President, TASK Board of Directors

Dr. Christopher Stacy, Division Superintendent
Tazewell County Public Schools

Original

# VIRGINIA DEPARTMENT OF EDUCATION
# DEPARTMENT OF SPECIAL EDUCATION AND SPECIALIZED POPULATIONS

## Local Special Education Annual Plan/Part B Flow-Through Application and Report
## 2026-2027

### Division and Contact Information - to be Completed by School Division

| Division Applicant Name (Legal Name of Agency) | LEA Number | Questions regarding this plan should be directed to: |
|---|---|---|
| TAZEWELL COUNTY PUBLIC SCHOOLS | 092 | Melinda K. Smith, Director of Special Services |
| Mailing Address (Street, City or Town, Zip Code) | UEI | CAEEBKDVNEK6 |
| 506 Jeffersonville Street, Tazewell, VA 24651 | | |

Phone (ext): (276) 988-5511 (Numbers Only) 2480 (Ext.) Fax: (276) 988-1971 (Numbers Only)

Region: 7 Email: mksmith@tcpsva.org

### SUPERINTENDENT'S CERTIFICATION

**For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2026-2027 grant award, this School Division will comply with the requirements outlined in each of the following:**

**(1) Part B of IDEA, including the eligibility requirements of Section 613;**

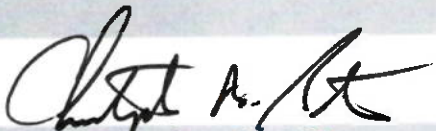
**(2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and**

**(3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.**

**I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.**

**I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.**

**Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on** April 13, 2026 **Date**



**Division Superintendent (Signature)**

April 13, 2026 **Date**

Christopher B. Stacy, Ed.D.

**Typed Name**

# Explanation of Revisions – February 2026 Policy Update

| POLICY CODE | REVISION |
|---|---|
| **BBBA** | **Qualifications of School Board Members**<br>Policy updated for clarity. |
| **BBBC (Option 1)** | **Board Member Oath of Office (Elected Boards)**<br>Policy updated for clarity and state statutory exemption. |
| ~~**BBBC (Option 2)**~~ | ~~**Board Member Oath of Office (Appointed Boards)**~~<br>~~Policy updated to clarify.~~ |
| **BDD** | **Electronic Participation in School Board Meetings from Remote Locations**<br>Policy updated for clarity. |
| ~~**BDDL (Optional)**~~ | ~~**Electronic Participation in Committee Meetings from Remote Elections**~~ TCPS does not adopt this policy.<br>Policy updated for clarity |
| **CA** | **Administrative Goals**<br>Cross reference updated. |
| **DIA** | **Reporting Per Pupil Costs**<br>VSBA format changes only. |
| **EBCBA** | **Electronic Room Partitions**<br>Legal and cross references updated. |
| **GBEB** | **Staff Weapons in School**<br>Policy updated to bring into legal compliance; legal reference added. *Please see footnote for what the board may also include in this policy.* |
| **GBG** | **Staff Participation in Political Activities**<br>Policy updated for clarity; legal references added. |
| **GBO** | **Virginia Retirement System**<br>Added legal references, added footnote for clarity *(school board may chose to use the language in the body of the policy)*. |
| **GCBA** | **Staff Salary Schedules**<br>Legal reference added. |
| **GCBC** | **Staff Benefits**<br>Administrative changes only. |

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|---|---|
| **GCBD** | **Staff Leave and Absences**<br>Added cross reference. |
| **GCBE** | **Family and Medical Leave**<br>Substantive update. |
| **GCG** | **Professional Staff Probationary Term and Continuing Contract**<br>Policy revised for clarity; administrative changes. |
| **GCPA** | **Reduction in Professional Staff Work Force**<br>VSBA format changes only. |
| **GCQA** | **Nonschool Employment by Staff Members**<br>Revised for clarity. |
| **GCQAB** | **Tutoring for Pay**<br>VSBA format changes only. |
| **GD** | **Support Staff**<br>**Revised to merge GD, GDG, and GDN into one policy. Changed language for both clarity and to be consistent with Virginia Code and VA DOE regulations.** |
| ~~**GDG**~~ | ~~**Support Staff Probationary Period**~~ |
| ~~**GDN**~~ | ~~**Evaluation of Support Staff**~~<br>**GDN had regulation GDN-R underneath it. This regulation will be moved under policy GD as GD-R.1.** |
| **IEA** | **Pledge of Allegiance**<br>Administrative changes. |
| **IGBH** | **Alternative School Programs**<br>Revised to include additional language from Virginia Code. |
| **IHB** | **Class Size**<br>Administrative changes. |
| **IICA** | **Field Trips**<br>Revised for clarity to reflect VA DOE regulatory language; added legal and cross references. |
| **IICC** | **Community Resource Persons/School Volunteers**<br>Added language for clarity; added legal and cross references. **This policy was originally IICB/IICC.** |
| **INB** | **Teaching About Controversial Issues**<br>Revised for clarity and added legal reference. |

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|---|---|
| **JFCD** | **Weapons on School Property**<br>Substantially revised to bring into legal compliance; added legal references. |
| **JFCE** | **Gang-Related Activity or Association**<br>Substantially revised to bring into legal compliance; added legal and cross references. |
| **JFCL** | **Notification Regarding Prosecution of Juveniles as Adults**<br>VSBA format changes and added footnote only. |
| **JGA** | **Corporal Punishment**<br>Revised for clarity; added cross reference. |
| **JHCF** | **Student Wellness**<br>Added legal and cross references. |
| **JHH** | **Suicide Prevention**<br>Revised for clarity; added legal and cross references. |
| **JJAF** | **Student-Athlete Sudden Cardiac Arrest**<br>Administrative change and added cross reference. |
| **JL** | **Fundraising and Solicitation**<br>Administrative change. |
| **JM** | **Restraint and Seclusion of Students**<br>VSBA format changes only. |
| **KBC** | **Media Relations**<br>VSBA format changes only. |
| **KC** | **Community Involvement in Decision Making**<br>Administrative change. |
| **KGB** | **Public Conduct on School Property**<br>Revised to closely mirror statutory language. |
| **KK** | **School Visitors**<br>Revised for clarity; added legal and cross references*; see footnote for additional language the board may add*. |
| **KN** | **Sex Offender and Crimes Against Minors Registry Information**<br>Revised for clarity; added cross-reference. |
| **KP** | **Parental Rights and Responsibilities**<br>Substantially revised; added legal and cross references. |

**LB** **Relations with Private Schools**

Administrative change.

# QUALIFICATIONS OF SCHOOL BOARD MEMBERS

At the time of appointment or election to office, each member of the School Board must be a qualified voter and bona fide resident of the school division and of the district, if any, which the member represents, and meet any other criteria set forth in state law.

If a board member ceases to be a resident of the school division or of thethat district which the member represents, the member's position on the School Board shall be deemed vacant as provided by law.

No employee of the School Board may serve on the Board.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-29, 22.1-30, 22.1-57.3.

Cross Ref.: BBE Unexpired Term Fulfillment

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-29, 22.1-30, 22.1-57.3.

Cross Ref.: BBE Unexpired Term Fulfillment

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# BOARD MEMBER OATH OF OFFICE

All newly elected school board members must qualify by taking the oath prescribed for officers of the Commonwealth on or before the day of the initial meeting of the new school board. Failure to take the oath of office within the time allowed by law ~~renders the office vacant.~~will result in the office being considered vacant. However, if a school board member attends the first meeting without having taken the oath, that alone will not create a vacancy, provided the member takes the prescribed oath within 30 days after the first meeting.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 15.2-1522, 15.2-1524, 24.2-228, 49-1, 49-3.

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 15.2-1522, 15.2-1524, 24.2-228, 49-1, 49-3.

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# ELECTRONIC PARTICIPATION IN SCHOOL BOARD MEETINGS FROM REMOTE LOCATIONS

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## General Applicationly

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Except as ~~provided hereafter~~otherwise provided by law,~~, or as otherwise permitted by law,~~ the School Board ~~does not~~should ~~-~~conduct all ~~any~~ meetings wherein the public business is discussed or transacted in one physical location unless the Board has authorized remote participation by individual members or has convened an all-virtual public meeting in accordance with applicable law.~~through telephonic, video, electronic or other electronic communication means where the members are not physically assembled.~~[1]

This policy **must be adopted at least once annually**, and will be ~~,~~applied ~~It is applied~~ strictly and uniformly to all members of the School Board, without exception, ~~to the entire membership of the School Board~~ and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

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The minutes of meetings conducted in accordance with this policy include: (i) the identity of the members of the School Board who participated in the meeting through electronic communication means, (ii) the identity of the School Board members who were physically assembled at one physical location, and (iii) the identity of the members of the School Board who were not present at the location identified in (ii) but who monitored such meeting through electronic communication means.

If the School Board creates committees, subcommittees, or other entities, however designated, to perform delegated functions of the Board or to advise the Board, it may adopt a policy on behalf of its committees, subcommittees, or other entities that applies to the committees', subcommittees', or other entities' use of individual remote participation and all-virtual public meetings.

## Definitions

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~~"~~"All-virtual public meeting"~~"~~ means a public meeting (i) conducted by the School Board using electronic communication means, (ii) during which all members of the Board who participate do so remotely rather than being assembled in one physical location, and (iii) to which public access is provided through electronic communication means.

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

[1] The Virginia Freedom of Information Act requires school boards to adopt a policy allowing for and governing the participation of its members by electronic communication means in order for such participation to occur. This policy satisfies that requirement.

No policy permitting remote participation may prohibit or restrict a member of the school board who is participating remotely from voting on matters before the board.

"“Caregiver”" means an adult who provides care for a person with a disability as defined in Va. Code § 51.5-40.1. A caregiver must be either related by blood, marriage, or adoption to or the legally appointed guardian of the person with a disability for whom the caregiver is caring.

“Electronic communication” means the use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

“Remote participation”" means participation by an individual member of the School Board by electronic communication means in a public meeting where a quorum of the School Board is otherwise physically assembled.

**Quorum Physically Assembled (Individual Remote Participation)**

Individual m~~M~~embers of the School Board may use remote participation instead of attending a meeting in person if, in advance of the meeting, each member seeking to use remote participation notifies the chair that:

- the member has a temporary or permanent disability or other medical condition that prevents the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a person with a disability as defined in Va. Code § 51.5-40.1 and uses remote participation counts toward the quorum as if the member was physically present;
- a medical condition of a member of the member's family requires the member to provide care that prevents the member's physical attendance or the member is a caregiver who must provide care for a person with a disability at the time the meeting is being held thereby preventing the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a caregiver for a person with a disability and uses remote participation counts toward the quorum as if the member was physically present;
- the member's principal residence is more than 60 miles from the meeting location identified in the required notice for such meeting; **or**
- the member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter. However, the member may not use remote participation due to personal matters more than [_____.][2]

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

[2] Each school board must fix the number of times each member may use remote participation for personal matters, not to exceed two meetings per calendar year or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.

Individual participation from a remote location will be approved unless such participation would violate this policy or the Virginia Freedom of Information Act, Va. Code § 2.2-3700 et seq. If a member's participation from a remote location is challenged, the School Board will vote whether to allow such participation. If the School Board votes to disapprove of the member's participation because such participation would violate this policy, such disapproval will be recorded in the minutes with specificity.

If participation by a member through electronic communication means is approved, the School Board records in its minutes the remote location from which the member participated. The remote location need not be open to the public and may be identified in the minutes by a general description.

If participation is approved based on a temporary or permanent disability or other medical condition of the member or a member of the member's family, the School Board includes in its minutes the fact that the member participated through electronic communication means due to a (i) temporary or permanent disability or other medical condition that prevented the member's physical attendance or (ii) a family member's medical condition that required the member to provide care for such family member, thereby preventing the member's physical attendance.

If participation is approved because the member's principal residence is more than 60 miles from the meeting location, the School Board includes in its minutes the fact that the member participated through electronic communication means due to the distance between the member's principal residence and the meeting location.

If participation is approved because of a personal matter, the School Board includes in its minutes the specific nature of the personal matter cited by the member.

If a member's participation from a remote location is disapproved, such disapproval is recorded in the minutes with specificity.

**Quorum Not Physically Assembled (All-Virtual Public Meetings)**

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

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

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

- ~~gives~~ will give public notice using the best available method given the nature of the emergency contemporaneously with the notice provided members of the School Board;
- make ~~s~~ arrangements for public access to the meeting through electronic communications means, including videoconferencing if already used by the School Board;
- will provide~~s~~ the public with the opportunity to comment at those meetings when public comment is customarily received; **and**
- will otherwise comply~~ies~~ with the provisions of the Virginia Freedom of Information Act.

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

The provisions of this section are applicable only for the duration of the declared emergency.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3707, 2.2-3708.2, 2.2-3708.3, 2.2-3710, and 51.5-40.1.

Cross Ref.:

| | |
|---|---|
| BCE | School Board Committees |
| BCEA (optional) | Disciplinary Committee |
| BCF | Advisory Committees to the School Board |
| BDDA | Notification of Meetings |
| BDDG | Minutes |
| BDDL (optional) | Electronic Participation in Committee Meetings from Remote Locations |

~~Policy revised to reflect requirement of annual adoption added to Va. Code § 2.2-3708.3 by HB894/SB734.~~

~~Clarifying language in footnote 1 reflects Va. Code § 2.2-3708.3 as amended by HB 1040/SB 85.~~

# ELECTRONIC PARTICIPATION IN SCHOOL BOARD MEETINGS FROM REMOTE LOCATIONS

## General Application

Except as otherwise provided by law, the School Board should conduct all meetings wherein the public business is discussed or transacted in one physical location unless the Board has authorized remote participation by individual members or has convened an all-virtual public meeting in accordance with applicable law.

This policy **must be adopted at least once annually** and will be applied strictly and uniformly to all members of the School Board, without exception, and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

The minutes of meetings conducted in accordance with this policy include: (i) the identity of the members of the School Board who participated in the meeting through electronic communication means, (ii) the identity of the School Board members who were physically assembled at one physical location, and (iii) the identity of the members of the School Board who were not present at the location identified in (ii) but who monitored such meeting through electronic communication means.

If the School Board creates committees, subcommittees, or other entities, however designated, to perform delegated functions of the Board or to advise the Board, it may adopt a policy on behalf of its committees, subcommittees, or other entities that applies to the committees', subcommittees', or other entities' use of individual remote participation and all-virtual public meetings.

## Definitions

"All-virtual public meeting" means a public meeting (i) conducted by the School Board using electronic communication means, (ii) during which all members of the Board who participate do so remotely rather than being assembled in one physical location, and (iii) to which public access is provided through electronic communication means.

"Caregiver" means an adult who provides care for a person with a disability as defined in Va. Code § 51.5-40.1. A caregiver must be either related by blood, marriage, or adoption to or the legally appointed guardian of the person with a disability for whom the caregiver is caring.

"Electronic communication" means the use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

"Remote participation" means participation by an individual member of the School Board by electronic communication means in a public meeting where a quorum of the School Board is otherwise physically assembled.

**Quorum Physically Assembled (Individual Remote Participation)**

Individual members of the School Board may use remote participation instead of attending a meeting in person if, in advance of the meeting, each member seeking to use remote participation notifies the chair that:

- the member has a temporary or permanent disability or other medical condition that prevents the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a person with a disability as defined in Va. Code § 51.5-40.1 and uses remote participation counts toward the quorum as if the member was physically present;
- a medical condition of a member of the member's family requires the member to provide care that prevents the member's physical attendance or the member is a caregiver who must provide care for a person with a disability at the time the meeting is being held thereby preventing the member's physical attendance; for purposes of determining whether a quorum is physically assembled, a member of the School Board who is a caregiver for a person with a disability and uses remote participation counts toward the quorum as if the member was physically present;
- the member's principal residence is more than 60 miles from the meeting location identified in the required notice for such meeting; **or**
- the member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter. However, the member may not use remote participation due to personal matters more than two meetings per calendar year or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.

Individual participation from a remote location will be approved unless such participation would violate this policy or the Virginia Freedom of Information Act, Va. Code § 2.2-3700 et seq. If a member's participation from a remote location is challenged, the School Board will vote whether to allow such participation. If the School Board votes to disapprove of the member's participation because such participation would violate this policy, such disapproval will be recorded in the minutes with specificity.

If participation by a member through electronic communication means is approved, the School Board records in its minutes the remote location from which the member participated. The remote location need not be open to the public and may be identified in the minutes by a general description.

If participation is approved based on a temporary or permanent disability or other medical condition of the member or a member of the member's family, the School Board includes in its minutes the fact that the member participated through electronic communication means due to a (i) temporary or permanent disability or other medical condition that prevented the member's physical attendance or (ii) a family member's medical condition that required the member to provide care for such family member, thereby preventing the member's physical attendance.

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

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

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

- will give public notice using the best available method given the nature of the emergency contemporaneously with the notice provided members of the School Board;
- make. arrangements for public access to the meeting through electronic communications means, including videoconferencing if already used by the School Board;
- will provide the public with the opportunity to comment at those meetings when public comment is customarily received; **and**
- will otherwise comply with the provisions of the Virginia Freedom of Information Act.

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

The provisions of this section are applicable only for the duration of the declared emergency.

Adopted: May 11, 2026

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3707, 2.2-3708.2, 2.2-3708.3, 2.2-3710, and 51.5-40.1.

| Cross Ref.: | | |
|---|---|---|
| | BCE | School Board Committees |
| | BCEA (optional) | Disciplinary Committee |
| | BCF | Advisory Committees to the School Board |
| | BDDA | Notification of Meetings |
| | BDDG | Minutes |
| | BDDL (optional) | Electronic Participation in Committee Meetings from Remote Locations |

## ADMINISTRATION GOALS

The [**BLANK**] School Board places the primary responsibility and authority for the administration of the school division in the superintendent. The superintendent is responsible for the direction, leadership, and coordination of students and staff in their efforts to reach educational goals adopted by the School Board.

The School Board expects the division superintendent to provide leadership in:

1. Decision-making;
2. Communication;
3. Planning, organizing, implementing, and evaluating educational programs; and
4. Developing and maintaining close working relationships and channels of communication within the school system and community.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, and 22.1-253.13:7.

Cross Refs.: CBA Qualifications and Duties of for the Superintendent
CBG Evaluation of the Superintendent



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# ADMINISTRATION GOALS

The Tazewell County School Board places the primary responsibility and authority for the administration of the school division in the superintendent. The superintendent is responsible for the direction, leadership, and coordination of students and staff in their efforts to reach educational goals adopted by the School Board.

The School Board expects the division superintendent to provide leadership in:

- Decision-making;
- Communication;
- Planning, organizing, implementing, and evaluating educational programs; and
- Developing and maintaining close working relationships and channels of communication within the school system and community.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, and 22.1-253.13:7.

Cross Refs.: CBA Qualifications and Duties for the Superintendent
CBG Evaluation of the Superintendent

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# REPORTING PER PUPIL COSTS

Upon preparing the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the schools, the superintendent also prepares and distributes, within a reasonable time as prescribed by the Board of Education, notification of the estimated average per pupil cost for public education in the school division for the coming school year in accordance with the budget estimates provided to the appropriating body. The notification includes actual per pupil state and local education expenditures for the previous school year. The notice may also include federal funds expended for public education in the school division.

The notice is made available in a form provided by the Department of Education and published on the school division's website or in hard copy upon request.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-92.

Cross Ref.: DB Annual Budget

# REPORTING PER PUPIL COSTS

Upon preparing the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the schools, the superintendent also prepares and distributes, within a reasonable time as prescribed by the Board of Education, notification of the estimated average per pupil cost for public education in the school division for the coming school year in accordance with the budget estimates provided to the appropriating body. The notification includes actual per pupil state and local education expenditures for the previous school year. The notice may also include federal funds expended for public education in the school division.

The notice is made available in a form provided by the Department of Education and published on the school division's website or in hard copy upon request.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-92.

Cross Ref.: DB Annual Budget

## ELECTRONIC ROOM PARTITIONS

No school employee opens or closes an electronic room partition in any school building unless

- no student is present in such building;
- 
  i. (a) no student is present in the room or area in which such partition is located and
  - (b) such room or area is locked or otherwise inaccessible to students; or
  ii. such partition includes a safety sensor that automatically stops the partition when a body passes between the leading edge and a wall, an opposing partition, or the stacking area.

Any annual safety review or exercise for school employees includes information and demonstrations, as appropriate, regarding the provisions of the previous paragraph.

Adopted:

_____

_____

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-138.

Cross Refs.: EBCB Safety Drills

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# ELECTRONIC ROOM PARTITIONS

No school employee opens or closes an electronic room partition in any school building unless

- no student is present in such building;
- no student is present in the room or area in which such partition is located and such room or area is locked or otherwise inaccessible to students; **or**
- such partition includes a safety sensor that automatically stops the partition when a body passes between the leading edge and a wall, an opposing partition, or the stacking area.

Any annual safety review or exercise for school employees includes information and demonstrations, as appropriate, regarding the provisions of the previous paragraph.

Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-138.

Cross Refs.: EBCB Safety Drills

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## STAFF WEAPONS IN SCHOOL

Except as expressly authorized by law, nNo ~~one~~ person may possess or use any firearm or any weapon, as defined in Policy JFCD "Weapons in School,"[1] on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for school-sponsored functions or extracurricular activities while such functions or activities are taking place, at a school sponsored activity, or on any school bus. ~~without authorization of the superintendent or superintendent's designee.~~

The superintendent or superintendent's designee ~~is permitted~~shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property only by persons and in such circumstances as expressly authorized by law ~~to give authority to possess a firearm on school property~~.[2] ~~only to persons expressly authorized by statute to possess a firearm on school property.~~

Violation of this policy by an employee will result in appropriate personnel action up to and including dismissal.

Illegal conduct will be reported to law enforcement officials. The superintendent shall include any incidents in the annual report of such incidents. ~~.~~

Commented [JL1]: Person is used in statutory language including 22.1-280.2:4 and 18.2-308.1.

Commented [JL2]: Requirement in 8 VAC 20-560-10.

Adopted:

_____

_____

Legal Refs: Code of Virginia, 1950, as amended, §§ 18.2-308 ~~18.2~~ 308.1, 22.1-78, 22.1-279.3:1, 22.1-280.2:1, 22.1-280.2:4.

8 VAC 20-560-10.

Cross Refs.:

| | |
|---|---|
| CLA | Reporting Acts of Violence and Substance Abuse |
| GCPD | Professional Staff Discipline |
| JFCD | Weapons in School |
| KGB | Public Conduct on School Property |

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

[1] Policy JFCD Weapons in School is a reference to VSBA sample policy coding. Boards should modify this sentence to identify their division's adopted policy weapons in school, if different.

[2] Exemptions are set out in Va. Code §§ 18.2-308.1 and 18.2-308.016. These exemptions may be referenced or included in local school board policy. An exemption must be specifically provided for in law.

© 23/26 VSBA **[SCHOOL DIVISION NAME]**

# STAFF WEAPONS IN SCHOOL

Except as expressly authorized by law, no person may possess or use any firearm or any weapon, as defined in Policy JFCD "Weapons in School," on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for school-sponsored functions or extracurricular activities while such functions or activities are taking place, at a school sponsored activity, or on any school bus.

The superintendent or superintendent's designee shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property only by persons and in such circumstances as expressly authorized by law.

Violation of this policy by an employee will result in appropriate personnel action up to and including dismissal.

Illegal conduct will be reported to law enforcement officials. The superintendent shall include any incidents in the annual report of such incidents.

Adopted: May 11, 2026

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Legal Refs: Code of Virginia, 1950, as amended, §§ 18.2-308-308.1, 22.1-78, 22.1-279.3:1, 22.1-280.2:1, 22.1-280.2:4.

8 VAC 20-560-10.

| Cross Refs.: | | |
|---|---|---|
| | CLA | Reporting Acts of Violence and Substance Abuse |
| | GCPD | Professional Staff Discipline |
| | JFCD | Weapons in School |
| | KGB | Public Conduct on School Property |

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# STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The **[BLANK]** School Board recognizes the right of its employees to engage in political activity.

The Board also recognizes that school time and school property should not be used for partisan political purposes. Thus, when engaging in political activities, an employee may not

- use the employee's position within the school division to further a political cause;
- engage in any partisan political activity supporting or opposing a candidate or political party while on duty, while on school property during school hours, or while representing the school division;
- suggest in any manner that the school division or any component of it supports or opposes a candidate for election to any office; **or**
- use any school division property, to include school email, division resources, communication systems or physical property, to engage in any activity supporting or opposing a candidate for public office or a political party.

These restrictions are not intended to limit the rights of school division employees to support or oppose any political candidate or party on their own time. They are intended to minimize distractions from instruction, to ~~assure~~ensure that no public funds are used to support any candidate for public office, and to assure that the public is not given the false impression that the school division supports or opposes any political candidate or party. School division employees who engage in political activities on their own time must make it clear that their views and actions represent their individual positions and do not represent the views of the school division.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3100 et seq., 18.2-112.1, 22.1-70, 22.1-78, 22.1-79, 22.1-79.3.

# STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Tazewell County School Board recognizes the right of its employees to engage in political activity.

The Board also recognizes that school time and school property should not be used for partisan political purposes. Thus, when engaging in political activities, an employee may not

- use the employee's position within the school division to further a political cause;
- engage in any partisan political activity supporting or opposing a candidate or political party while on duty, while on school property during school hours, or while representing the school division;
- suggest in any manner that the school division or any component of it supports or opposes a candidate for election to any office; **or**
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These restrictions are not intended to limit the rights of school division employees to support or oppose any political candidate or party on their own time. They are intended to minimize distractions from instruction, to ensure that no public funds are used to support any candidate for public office, and to assure that the public is not given the false impression that the school division supports or opposes any political candidate or party. School division employees who engage in political activities on their own time must make it clear that their views and actions represent their individual positions and do not represent the views of the school division.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3100 et seq., 18.2-112.1, 22.1-70, 22.1-78, 22.1-79, 22.1-79.3

# VIRGINIA RETIREMENT SYSTEM

All eligible employees[1] must be members of the Virginia Retirement System. Employee retirement benefits are governed by the rules and regulations established by the Virginia Retirement System.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950 as amended, §§ 22.1-78, 51.1-124.3, 51.1-135.

Cross Ref.: GBR _____ Voluntary Retirement Savings Program

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

[1] Employee means any teacher, state employee, officer or employee of a locality participating in the Virginia Retirement System.

# VIRGINIA RETIREMENT SYSTEM

All eligible employees must be members of the Virginia Retirement System. Employee retirement benefits are governed by the rules and regulations established by the Virginia Retirement System.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950 as amended, §§ 22.1-78, 51.1-124.3, 51.1-135.

Cross Ref.: GBR Voluntary Retirement Savings Program

# STAFF SALARY SCHEDULES

The School Board establishes and approves salaries for all school employees.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-296, 22.1-313.

# STAFF SALARY SCHEDULES

The School Board establishes and approves salaries for all school employees.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-296, 22.1-313.

# STAFF BENEFITS

The **[BLANK]** School Board recognizes the need for benefits in order to promote the employment and retention of ~~high quality~~high-quality personnel and effectively serve the educational needs of students. Accordingly, benefits are provided as established by the **[BLANK]** School Board.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-85.

8 VAC 20-460-10.

Cross Ref.: GCBD Staff Leaves and Absences
GBO Virginia Retirement System

# STAFF BENEFITS

The Tazewell County School Board recognizes the need for benefits in order to promote the employment and retention of high-quality personnel and effectively serve the educational needs of students. Accordingly, benefits are provided as established by the Tazewell County School Board.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-85.

8 VAC 20-460-10.

Cross Ref.:

| | |
|---|---|
| GCBD | Staff Leaves and Absences |
| GBO | Virginia Retirement System |

# STAFF LEAVES AND ABSENCES

All employee leaves and absences are subject to school division policy and regulations. The superintendent shall establish any regulations necessary for the application of the division's policies regarding leaves and absences.

Adopted:

_____

_____

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

| Cross Refs.: | | |
|---|---|---|
| | GAA | Staff Time Schedules |
| | GCBE | Family and Medical Leave |
| | GCBEA | Leave Without Pay |
| | GCBEB | Military Leave and Benefits |
| | GCQA | Nonschool Employment by Staff Members |

# STAFF LEAVES AND ABSENCES

All employee leaves and absences are subject to school division policy and regulations. The superintendent shall establish any regulations necessary for the application of the division's policies regarding leaves and absences.

Adopted: May 11, 2026

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

| | | |
|---|---|---|
| Cross Refs.: | GAA | Staff Time Schedules |
| | GCBE | Family and Medical Leave |
| | GCBEA | Leave Without Pay |
| | GCBEB | Military Leave and Benefits |
| | GCQA | Nonschool Employment by Staff Members |

# FAMILY AND MEDICAL LEAVE

**VSBA included this note with the policy update to GCBE:**

There is no redline for this sample policy. Although the Family and Medical Leave Act, 29 U.S.C. § 2601, *et seq*. has not undergone substantial changes, VSBA significantly revised sample policy GCBE. Due to the changes, a redline version would not be helpful.

The February 2026 version reflects a deliberate effort to distinguish between board policy and administrative regulation. Consequently, the sample policy has been simplified to governing principles and statutory requirements, and detailed procedural and regulatory provisions have been removed and recommended for inclusion in division administrative regulations with other information the administrative personnel deem necessary.

**Additional information received via email on March 23, 2026 from Janelle Lokey, VSBA Director of Policy & Legal Services, regarding policy GCBE:**

***It was brought to my attention that Footnote (3) in VSBA Sample Policy GCBE "Family and Medical Leave Act" was imprecise and potentially misleading. To address this, Footnote (3) has been revised to provide more accurate guidance.***

***As noted in the sample policies, the footnotes are provided for informational purposes and should be deleted if your division adopts the VSBA sample policy. However, the language in Footnote (3) may be considered in the superintendent's implementation of your school board's policy.***

***The revised VSBA Sample Policy GCBE, both a redline and a clean copy, may be found in the policy portal under March 2026 update, which only contains this one sample policy.***

# FAMILY AND MEDICAL LEAVE

## Generally

The **[BLANK]** School Board provides eligible employees with leave for qualifying situations consistent with the Family and Medical Leave Act (FMLA) of 1993.[1] The purpose of this policy is to provide division employees with an understanding of their rights and obligations under the FMLA.

## Eligibility for Leave under FMLA

An employee is eligible for FMLA leave if the employee:

- has been employed by the division for at least 12 months; **and**
- has worked for the division for at least 1,250 hours during the 12 months immediately preceding the start of the leave.[2]

## Qualifying Family and Medical Reasons

Any eligible employee is entitled to a combined total of twelve 12 workweeks of family and medical leave during the applicable 12-month period for one or more of the following qualifying situations:

- birth of a child and care of that newborn child within one year of birth;
- placement of an adopted or foster child with employee within one year of placement;
- to care for an employee spouse, child, or parent with a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of the employee's job; **and**
- a qualifying exigency arising out of a family member's military service as defined by 29 U.S.C. § 2612(a)(1)(E).

Any eligible employee who is a spouse, son, daughter, parent, or next of kin of a covered servicemember with a serious injury or illness may take up to 26 workweeks of leave in a single 12-month period to care for the servicemember.

**[Option 1: To the extent that an employee is entitled to compensated leave under other policies, such paid leave will be substituted for unpaid FMLA leave. Otherwise family and medical leave is unpaid.] [3]**

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

[1] 29 U.S.C. § 2601 et seq. The FMLA covers employees of local education agencies, including public school boards, regardless of the number of employees.

[2] Full-time teachers are generally presumed to meet the 1,250 hours requirement under FMLA.

[3] Under the FMLA, an employer may require the employee to substitute accrued paid leave under specific circumstances based on the type of leave requested. (1) An employer may

**[Option 2: Family and medical leave is unpaid leave.]**

**Intermittent or Reduced Schedule Leave for Instructional Employees**

For purposes of the FMLA, instructional employees have special rules. Instructional employees are those whose main job is to teach and instruct students.[4]

When permitted by the FMLA, intermittent and reduced schedule leave may be used until the aggregate amount of such leave equals 12 weeks (or 26 weeks if the leave is taken to care of a covered servicemember) in the employee's applicable 12-month period. However, when the employee requests intermittent or reduced schedule leave that is foreseeable based on planned medical treatment and would result in absences exceeding 20 percent of the working days during the leave period, the school division may temporarily transfer the employee to an available alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced schedule leave.[5]

**Notices and Application**

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

require the employee to substitute any of the accrued paid vacation leave, personal leave, or family leave of the employee when leave is requested for birth of child, placement of an adopted or foster child, care for a spouse, child or parent of the employee, or because of a qualifying exigency arising out of the fact the spouse, child, or parent of employee is a covered servicemember. (2) The employer may require the employee to substitute any other accrued paid vacation leave, personal leave, or medical or sick leave of the employee for FMLA leave requested because of a serious health condition of the employee. (3) The employer may require the employee to substitute any other accrued paid vacation leave, personal leave, family leave, or medical or sick leave of the employee when leave is requested to care for a covered servicemember or because of a serious health condition of the employee's spouse, son, daughter, or parent. 29 U.S.C. § 2612(d); 29 C.F.R. 825.207. If the school division will require employees to use available paid leave before using FMLA, use Option 1. If a school division does not require the use of available paid leave, use Option 2.

[4] This includes classroom teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

[5] Additional language regarding intermittent employees was included in a prior version of VSBA Sample Policy GCBE, however, such language is more appropriate for a division regulation as the decision should be flexible and made based on the needs of the division. Including such language in a school board policy could unnecessarily lock a board into a certain requirement.

An employee will provide advance notice of the need for leave when practicable, as determined by the Superintendent or designee.

An employee must provide sufficient notice to explain the reasons for the requested leave to allow the division to determine whether the leave is FMLA-qualifying. If the employee fails to explain the reasons, leave may be denied.

Once an employee requests FMLA leave, or the school division has knowledge that an employee's leave may be for an FMLA-qualifying reason, the Superintendent or designee will provide the employee with all notices pertaining to the FMLA, as required by law.[6]

**Rules for Spouses Employed by [BLANK] School Division**

When both spouses of a qualified marriage are employed by the **[BLANK]** School Division and both are eligible for FMLA leave, they are limited to a combined 12 workweeks of leave in a 12-month period when the leave is taken for the birth, foster placement, or adoption of a child or to care for a parent with a serious health condition.

Spouses who are both employed by the division and eligible for FMLA, will be granted family and medical leave for a combined total of 26 workweeks in a single 12-month period to care for a covered servicemember.

**Benefits During Family and Medical Leave**

Employees on family and medical leave will maintain their group health insurance coverage on the same terms and conditions as coverage would have been provided if the employee had been working during the period of leave.[7]

If the employee fails to return to work when the period of leave to which the employee is entitled expires for any reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to leave, or other circumstances beyond the employee's control, the school division may recover the premiums paid for maintaining the employee's coverage during the period of unpaid leave in accordance with federal and state laws.

**Return to Work**

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

[6] Prior versions of VSBA Sample Policy GCBE included the notices that the FMLA requires employers to give to employees. The description, timing, and substance of specific notices are more appropriate for division regulations.

[7] Other benefits are provided according to school division policy for paid or unpaid leave, whichever applies. These can be spelled out in more detail in a division regulation.

When an employee returns from FLMA leave, they must be restored to the same or equivalent position at the end of the family and medical leave unless the division shows that the employee would not otherwise have been employed at the time reinstatement is requested.[8]

If an instructional employee is required to continue leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work will be counted against the family and medical leave entitlement. Group health insurance coverage will be maintained during this period.

**Outside Employment**

The **[BLANK]** School Division's non-school employment policy[9] applies to employees on FMLA leave in the same manner as it applies to employees on other forms of leave, as permitted by law.

**Posting and General Notice**

The school division will post and distribute notices of employee rights under the FMLA, as required by law.[10]

**Other**

The policy is intended to be interpreted and applied in a manner consistent with applicable law, including the FMLA, and any term used in his policy has the same meaning as defined in the FMLA and its implementing regulations, unless otherwise expressly stated.

Adopted:

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[8] Division regulations may require employee to provide notice of an intent to return to work within a certain number of days. This may be specified in this policy or in a division regulation. If included in this policy, the following language may be used: ***"An employee on family and*** **FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.**
***medical leave must provide the division at least [INSERT NUMBER OF DAYS] workdays' notice of the intent to return to work."***
Prior versions of VSBA Sample Policy GCBE included additional return-to-work provisions. The provisions required by the FMLA and any additional local requirements should be included in division policy.

[9] VSBA Sample Policy GCQA is "Nonschool Employment by Staff Members."

[10] The posting requirement may be satisfied by electronic posting if every employee has access to a division computer. The division will provide a copy of the notice to each employee by including it in the employee handbook or similar document or by distributing it to each new employee upon hiring.

Legal Refs.: 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law), 29 U.S.C. § 2601 *et seq*. (Family and Medical Leave Act),

29 C.F.R. 541.303, 29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross Refs.:

| | |
|---|---|
| GCBD | Staff Leaves and Absences |
| GCBEA | Leave without Pay |
| GCQA | Nonschool Employment by Staff Members |

# FAMILY AND MEDICAL LEAVE

## Generally

The Tazewell County School Board provides eligible employees with leave for qualifying situations consistent with the Family and Medical Leave Act (FMLA) of 1993. The purpose of this policy is to provide division employees with an understanding of their rights and obligations under the FMLA.

## Eligibility for Leave under FMLA

An employee is eligible for FMLA leave if the employee:

- has been employed by the division for at least 12 months; **and**
- has worked for the division for at least 1,250 hours during the 12 months immediately preceding the start of the leave.

## Qualifying Family and Medical Reasons

Any eligible employee is entitled to a combined total of twelve 12 workweeks of family and medical leave during the applicable 12-month period for one or more of the following qualifying situations:

- birth of a child and care of that newborn child within one year of birth;
- placement of an adopted or foster child with employee within one year of placement;
- to care for an employee spouse, child, or parent with a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of the employee's job; **and**
- a qualifying exigency arising out of a family member's military service as defined by 29 U.S.C. § 2612(a)(1)(E).

Any eligible employee who is a spouse, son, daughter, parent, or next of kin of a covered servicemember with a serious injury or illness may take up to 26 workweeks of leave in a single 12-month period to care for the servicemember.

To the extent that an employee is entitled to compensated leave under other policies, such paid leave will be substituted for unpaid FMLA leave. Otherwise family and medical leave is unpaid.

## Intermittent or Reduced Schedule Leave for Instructional Employees

For purposes of the FMLA, instructional employees have special rules. Instructional employees are those whose main job is to teach and instruct students.

When permitted by the FMLA, intermittent and reduced schedule leave may be used until the aggregate amount of such leave equals 12 weeks (or 26 weeks if the leave is taken to care of a covered servicemember) in the employee's applicable 12-month period. However, when the

employee requests intermittent or reduced schedule leave that is foreseeable based on planned medical treatment and would result in absences exceeding 20 percent of the working days during the leave period, the school division may temporarily transfer the employee to an available alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced schedule leave.

**Notices and Application**

An employee will provide advance notice of the need for leave when practicable, as determined by the Superintendent or designee.

An employee must provide sufficient notice to explain the reasons for the requested leave to allow the division to determine whether the leave is FMLA-qualifying. If the employee fails to explain the reasons, leave may be denied.

Once an employee requests FMLA leave, or the school division has knowledge that an employee's leave may be for an FMLA-qualifying reason, the Superintendent or designee will provide the employee with all notices pertaining to the FMLA, as required by law.

**Rules for Spouses Employed by Tazewell County School Division**

When both spouses of a qualified marriage are employed by the Tazewell County School Division and both are eligible for FMLA leave, they are limited to a combined 12 workweeks of leave in a 12-month period when the leave is taken for the birth, foster placement, or adoption of a child or to care for a parent with a serious health condition.

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If the employee fails to return to work when the period of leave to which the employee is entitled expires for any reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to leave, or other circumstances beyond the employee's control, the school division may recover the premiums paid for maintaining the employee's coverage during the period of unpaid leave in accordance with federal and state laws.

**Return to Work**

When an employee returns from FLMA leave, they must be restored to the same or equivalent position at the end of the family and medical leave unless the division shows that the employee would not otherwise have been employed at the time reinstatement is requested.

If an instructional employee is required to continue leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work will be counted against the family and medical leave entitlement. Group health insurance coverage will be maintained during this period.

**Outside Employment**

The Tazewell County School Division's non-school employment policy applies to employees on FMLA leave in the same manner as it applies to employees on other forms of leave, as permitted by law.

**Posting and General Notice**

The school division will post and distribute notices of employee rights under the FMLA, as required by law.

**Other**

The policy is intended to be interpreted and applied in a manner consistent with applicable law, including the FMLA, and any term used in his policy has the same meaning as defined in the FMLA and its implementing regulations, unless otherwise expressly stated.

Adopted: May 11, 2026

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Legal Refs.: 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law), 29 U.S.C. § 2601 *et seq*. (Family and Medical Leave Act),

29 C.F.R. 541.303, 29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross Refs.:

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|---|---|
| GCBD | Staff Leaves and Absences |
| GCBEA | Leave without Pay |
| GCQA | Nonschool Employment by Staff Members |

# PROFESSIONAL STAFF PROBATIONARY TERM AND CONTINUING CONTRACT

## Teachers

### Probationary Term

A probationary term of service of three years in **[BLANK]** School Division is required before a teacher is issued a continuing contract, consistent with Code of Virginia § 22.1-303.

A mentor teacher is provided to every first- year probationary teacher to assist such teacher in achieving excellence in instruction. Probationary teachers with prior successful teaching experience, as determined by the **[BLANK]** School Board, may be exempt from this requirement. ~~with approval from the superintendent.~~

Probationary teachers are evaluated at least annually in accordance with Policy GCN Evaluation of Professional Staff.[1] A teacher in the first year of the probationary period is evaluated informally at least once during the first semester of the school year. The superintendent considers such evaluations as one factor in making recommendations to the School Board regarding the nonrenewal of such probationary teacher's contract.

In order to achieve continuing contract status, every teacher must successfully complete training in instructional strategies and techniques for intervention for or remediation of students who fail or are at risk of failing the Standards of Learning assessments. **[BLANK]** School Board provides said training at no cost to teachers it employs. If such training is not offered in a timely manner, no teacher will be denied continuing contract status for failure to obtain such training.

Once a continuing contract status has been attained in a school division in Virginia ~~this state~~, another probationary period need not be served unless such probationary period, not to exceed two years, is made a part of the contract of employment. If a teacher who has attained continuing contract status separates from service and returns to teaching service in ~~Virginia public schools~~a school division in Virginia by the beginning of the third year from separation from service, the person ~~shall~~ will be required to begin a new probationary period, not to exceed two years, if made part of the contract for employment.

If a teacher who has not achieved continuing contract status receives notice of re-employment, ~~he~~ the teacher must accept or reject in writing within 15 calendar days of receipt of the notice. Unless a conference with the superintendent is requested as

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

[1] Policy GCN Evaluation of Professional Staff is reference to VSBA sample policy coding. Boards should modify this sentence to identify their division's adopted policy on evaluating professional staff, if different.

specified in the Code of Virginia, or in the case of reduction in force, written notice of nonrenewal of the probationary contract must be given by the Board on or before June 15 of each year. If the teacher requests a conference with the superintendent, then written notice of non-renewal by the School Board must be given within thirty days after the superintendent notifies the teacher of the superintendent's intention with respect to the recommendation.

**Continuing Contract**

Teachers employed after completing the probationary period are entitled to continuing contracts during good behavior and competent service. Written notice of noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues automatically ~~in effect~~ for the ensuing year.

The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

Furthermore, nothing in the continuing contract ~~shall~~ will be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available.

~~As soon a~~After June 15, once ~~as~~ the school budget is approved by the appropriating body, the School Board furnishes each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Within two weeks of the approval of the school budget by the appropriating body, but no later than July 1, the School Board will notify any teacher who may be subject to a reduction in force due to a decrease in the School Board's budget as approved by the appropriating body.

**Principals, Assistant Principals, and Supervisors**

A person employed as a principal, assistant principal, ~~-~~ or supervisor, including a person who has previously achieved continuing contract status as a teacher, will ~~shall~~ serve a probationary term of three years in such position in the same school division before acquiring continuing contract status as a principal, assistant principal or supervisor.

Continuing contract status acquired by a principal, assistant principal or supervisor ~~shall~~ will not be construed (i) as prohibiting the School Board from reassigning such principal, assistant principal or supervisor to a teaching position if notice of reassignment is given by the School Board by June 15 of any year or (ii) as entitling any such principal, assistant principal or supervisor to the salary paid to them as principal, assistant principal or supervisor in the case of any such reassignment to a teaching position. No such salary reduction and reassignment, however, will ~~shall~~ be

made without first providing such principal, assistant principal or supervisor with written notice of the reason for such reduction and reassignment and an opportunity to present their position at an informal meeting with the superintendent, the superintendent's designee, or the School Board. Before recommending such reassignment, the superintendent shall will consider, among other things, the performance evaluations for such principal, assistant principal or supervisor. The principal, assistant principal or supervisor shall will elect whether such meeting shall will be with the superintendent, the superintendent's designee or the School Board. The School Board, superintendent or superintendent's designee shall will determine what processes are to be followed at the meeting. The decision to reassign and reduce salary shall will be at the sole discretion of the School Board.

The intent of this section is to provide an opportunity for a principal, assistant principal or supervisor to discuss the reasons for such salary reduction and reassignment with the superintendent, the superintendent's designee or the School Board, and the provisions of this section are meant to be procedural only. Nothing contained herein shall will be taken to require cause for the salary reduction and reassignment of a principal, assistant principal or supervisor.

As used in this policy, s"Supervisor" means a person who holds an instructional supervisory position as specified in the regulations of the Board of Education and who is required to hold a license as prescribed by the Board of Education.

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-294, 22.1-303, 22.1-304.

Cross Refs.:

| | |
|---|---|
| GBM | Professional Staff Grievances |
| GCB | Professional Staff Contracts |
| GCE | Substitute Teachers |
| GCN | Evaluation of Professional Staff |
| GCPA | Reduction in Professional Staff Work Force |
| GCPB | Resignation of Staff Members |
| GCPD | Professional Staff Discipline |
| GCPF | Suspension of Staff Members |

# PROFESSIONAL STAFF PROBATIONARY TERM AND CONTINUING CONTRACT

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Probationary teachers are evaluated at least annually in accordance with Policy GCN Evaluation of Professional Staff. A teacher in the first year of the probationary period is evaluated informally at least once during the first semester of the school year. The superintendent considers such evaluations as one factor in making recommendations to the School Board regarding the nonrenewal of such probationary teacher's contract.

In order to achieve continuing contract status, every teacher must successfully complete training in instructional strategies and techniques for intervention for or remediation of students who fail or are at risk of failing the Standards of Learning assessments. Tazewell County School Board provides said training at no cost to teachers it employs. If such training is not offered in a timely manner, no teacher will be denied continuing contract status for failure to obtain such training.

Once a continuing contract status has been attained in a school division in Virginia, another probationary period need not be served unless such probationary period, not to exceed two years, is made a part of the contract of employment. If a teacher who has attained continuing contract status separates from service and returns to teaching service in a school division in Virginia by the beginning of the third year from separation from service, the person will be required to begin a new probationary period, not to exceed two years, if made part of the contract for employment.

If a teacher who has not achieved continuing contract status receives notice of re-employment, the teacher must accept or reject in writing within 15 calendar days of receipt of the notice. Unless a conference with the superintendent is requested as specified in the Code of Virginia, or in the case of reduction in force, written notice of nonrenewal of the probationary contract must be given by the Board on or before June 15 of each year. If the teacher requests a conference with the superintendent, then written notice of non-renewal by the School Board must be given within thirty days after the superintendent notifies the teacher of the superintendent's intention with respect to the recommendation.

**Continuing Contract**

Teachers employed after completing the probationary period are entitled to continuing contracts during good behavior and competent service. Written notice of noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues automatically for the ensuing year.

The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

Furthermore, nothing in the continuing contract will be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available.

After June 15, once the school budget is approved by the appropriating body, the School Board furnishes each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Within two weeks of the approval of the school budget by the appropriating body, but no later than July 1, the School Board will notify any teacher who may be subject to a reduction in force due to a decrease in the School Board's budget as approved by the appropriating body.

**Principals, Assistant Principals, and Supervisors**

A person employed as a principal, assistant principal, or supervisor, including a person who has previously achieved continuing contract status as a teacher, will serve a probationary term of three years in such position in the same school division before acquiring continuing contract status as a principal, assistant principal or supervisor.

Continuing contract status acquired by a principal, assistant principal or supervisor will not be construed (i) as prohibiting the School Board from reassigning such principal, assistant principal or supervisor to a teaching position if notice of reassignment is given by the School Board by June 15 of any year or (ii) as entitling any such principal, assistant principal or supervisor to the salary paid to them as principal, assistant principal or supervisor in the case of any such reassignment to a teaching position. No such salary reduction and reassignment, however, will be made without first providing such principal, assistant principal or supervisor with written notice of the reason for such reduction and reassignment and an opportunity to present their position at an informal meeting with the superintendent, the superintendent designee, or the School Board. Before recommending such reassignment, the superintendent will consider, among other things, the performance evaluations for such principal, assistant principal or supervisor. The principal, assistant principal or supervisor will elect whether such meeting

will be with the superintendent, the superintendent's designee or the School Board. The School Board, superintendent or superintendent designee will determine what processes are to be followed at the meeting. The decision to reassign and reduce salary will be at the sole discretion of the School Board.

The intent of this section is to provide an opportunity for a principal, assistant principal or supervisor to discuss the reasons for such salary reduction and reassignment with the superintendent, the superintendent's designee or the School Board, and the provisions of this section are meant to be procedural only. Nothing contained herein will be taken to require cause for the salary reduction and reassignment of a principal, assistant principal or supervisor.

As used in this policy, supervisor means a person who holds an instructional supervisory position as specified in the regulations of the Board of Education and who is required to hold a license as prescribed by the Board of Education.

Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-294, 22.1-303, 22.1-304.

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| Cross Refs.: | GBM | Professional Staff Grievances |
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| | GCPB | Resignation of Staff Members |
| | GCPD | Professional Staff Discipline |
| | GCPF | Suspension of Staff Members |

## REDUCTION IN PROFESSIONAL STAFF WORK FORCE

A decrease in enrollment, abolition of particular subjects, a decrease in the School Board's budget as approved by the appropriating body, a consolidation of schools, the phasing out of programs, departments or grade levels and other conditions may cause a reduction in the number of staff needed in a building, program or department or in the entire school division.

General reduction in total personnel and redistribution of personnel within designated programs is done in accordance with Reduction in Force (RIF) Guidelines established by the superintendent and reviewed and approved by the School Board. The Guidelines will not provide for reductions to be made solely on the basis of seniority; they will include consideration of the performance evaluations of the teachers potentially affected by the reduction in workforce.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-304.

Cross Ref.: GCG Professional Staff Probationary Term and Continuing Contract

# REDUCTION IN PROFESSIONAL STAFF WORK FORCE

A decrease in enrollment, abolition of particular subjects, a decrease in the School Board's budget as approved by the appropriating body, a consolidation of schools, the phasing out of programs, departments or grade levels and other conditions may cause a furlough or a reduction in the number of staff needed in a building, program or department or in the entire school division. A furlough is a temporary and involuntary leave of absence without pay. Furloughs imposed on professional staff shall not exceed 20 total days in a contract year.

General reduction in total personnel and redistribution of personnel within designated programs is done in accordance with Reduction in Force (RIF) Guidelines established by the superintendent and reviewed and approved by the School Board. The Guidelines will not provide for reductions to be made solely on the basis of seniority; they will include consideration of the performance evaluations of the teachers potentially affected by the reduction in workforce. These same procedures will be used to implement a furlough.

Adopted and amended by the School Board: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-304.

Cross Ref.: GCG Professional Staff Probationary Term and Continuing Contract

# NONSCHOOL EMPLOYMENT BY STAFF MEMBERS

Employees may, during the hours not required of them to fulfill their responsibilities to **[BLANK]** School Board, engage in other employment as long as such employment does not detract from or interfere with their employment by **[BLANK]** School Board.

An employee who is on leave from **[BLANK]** School Board, in a paid or unpaid status, may not be employed by the **[BLANK]** School Board or any other employer in any capacity during the period of leave except with the prior written authorization of the superintendent or superintendent's designee.

The **[BLANK]** School Board does not endorse, support, or assume liability for any activity conducted by School Board employees which are not sponsored by the **[BLANK]** School Board, regardless of whether ~~in which~~ division students or employees participate~~. which is not sponsored by the School Board.~~

Adopted:

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Legal Ref.: 29 C.F.R. 825.216(e).

Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

| | | |
|---|---|---|
| Cross Refs.: | BBFA | Conflict of Interests and Disclosure of Economic Interests |
| | GAA | Staff Time Schedules |
| | GAH | School Employee Conflict of Interests |
| | GCBE | Family and Medical Leave |
| | GCBEA | Leave Without Pay |
| | GCBEB | Military Leave and Benefits |
| | GCQAB | Tutoring for Pay |
| | GCQB | Staff Research and Publishing |
| | IICA | Field Trips |

# NONSCHOOL EMPLOYMENT BY STAFF MEMBERS

Employees may, during the hours not required of them to fulfill their responsibilities to Tazewell County School Board, engage in other employment as long as such employment does not detract from or interfere with their employment by Tazewell County School Board.

An employee who is on leave from Tazewell County School Board, in a paid or unpaid status, may not be employed by the Tazewell County School Board or any other employer in any capacity during the period of leave except with the prior written authorization of the superintendent or superintendent's designee.

The Tazewell County School Board does not endorse, support, or assume liability for any activity conducted by School Board employees which are not sponsored by the Tazewell County School Board, regardless of whether division students or employees participate.

Adopted: May 11, 2026

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## TUTORING FOR PAY

Staff members may not be paid by anyone other than the **[BLANK]** School Board for tutoring students enrolled in a class under their direction.

Adopted:

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

Cross Ref.: GCQA Nonschool Employment by Staff Members

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Staff members may not be paid by anyone other than the Tazewell County School Board for tutoring students enrolled in a class under their direction.

Adopted: May 11, 2026

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

Cross Ref.: GCQA Nonschool Employment by Staff Members

# SUPPORT STAFF

## General

The **[BLANK]** School Board recognizes the essential role of support staff in the operation of the school division and in support of student learning.

## Definition of Support Staff

Support staff personnel are ~~those~~ employees whose positions in the district do ~~need~~ not ~~hold~~ require a license issued by ~~the~~ the Virginia Board of Education ~~in order to obtain their positions.~~as a condition of their employment. This category includes, but is not limited to, non-licensed administrative ~~positions~~personnel,~~,~~ clerical staff, custodial and maintenance employees, transportation ~~,~~personnel, food service workers~~s~~, and paraprofessionals. ~~positions.~~

## Probationary Period

Support staff may serve a probationary period upon initial employment with the division. The purpose of the probationary period is to allow time to evaluate the performance of the employee to determine suitability for continued employment. The general length of the probationary period for all support staff personnel is **[INSERT PERIOD OF TIME HERE].**[1] The probationary period may be shorter or different depending on the requirements of the position as determined by the School Board.[2]

Completion of the probationary period does not create a guarantee of continued employment.

Employees who have successfully completed the probationary period for one position will serve another probationary period if they move to another position.

## Evaluation of Support Staff

Every employee of the **[BLANK]** School Board is evaluated on a regular basis.

The superintendent ensures that cooperatively developed procedures for support staff evaluations are implemented within the division. The evaluation criteria must be job-related and nondiscriminatory. The results of the evaluation shall be in writing, dated

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

[1] In accordance with Va. Code § 22.1-79, employees must have access to the grievance procedure within eighteen months of employment. The probationary period for support staff may not be set in a manner that would delay grievance access within the statutory limit.

[2] The length of the probationary period is set by the school board or delegated to the Superintendent and may vary by position.

and signed by the evaluator and the person being evaluated, with one copy going to the central office personnel file and one copy to the employee.

The primary purposes of evaluation are:

- Optimize student learning and growth;
- Contribute to the achievement of the goals and objectives of the division's educational plan;
- Provide a basis for improvement of job performance and professional growth;
- Promote a positive working environment and effective communication between the employee and the evaluator; and
- Enhance overall professional effectiveness and student outcomes.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-79; 22.1-293, 22.1-313, 22.1-253.13.7.

8 VAC 20-23, 8 VAC 20-671-330

Cross Ref.: GBMA Support Staff Grievances

# SUPPORT STAFF

## General

The Tazewell County School Board recognizes the essential role of support staff in the operation of the school division and in support of student learning.

## Definition of Support Staff

Support staff personnel are employees whose positions in the district do not require a license issued by the Virginia Board of Education as a condition of their employment. This category includes, but is not limited to, non-licensed administrative personnel, clerical staff, custodial and maintenance employees, transportation personnel, food service workers, and paraprofessionals.

## Probationary Period

Support staff may serve a probationary period upon initial employment with the division. The purpose of the probationary period is to allow time to evaluate the performance of the employee to determine suitability for continued employment. The general length of the probationary period for all support staff personnel is 12 months. The probationary period may be shorter or different depending on the requirements of the position as determined by the School Board.

Completion of the probationary period does not create a guarantee of continued employment.

Employees who have successfully completed the probationary period for one position will serve another probationary period if they move to another position.

Evaluation of Support Staff

Every employee of the Tazewell County School Board is evaluated on a regular basis.

The superintendent ensures that cooperatively developed procedures for support staff evaluations are implemented within the division. The evaluation criteria must be job-related and nondiscriminatory. The results of the evaluation shall be in writing, dated and signed by the evaluator and the person being evaluated, with one copy going to the central office personnel file and one copy to the employee.

The primary purposes of evaluation are:

- Optimize student learning and growth;
- Contribute to the achievement of the goals and objectives of the division's educational plan;

- Provide a basis for improvement of job performance and professional growth;
- Promote a positive working environment and effective communication between the employee and the evaluator; and
- Enhance overall professional effectiveness and student outcomes.

Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-79; 22.1-293, 22.1-313, 22.1-253.13.7

8 VAC 20-23, 8 VAC 20-671-330

Cross Ref.: GBMA Support Staff Grievances

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, is recited daily in each classroom of the **[BLANK]** school division.

During the recitation of the Pledge, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

No student is compelled to recite the Pledge if the student or the student's parent or legal guardian objects on religious, philosophical, or other grounds to the student's participation in this exercise. Students who are exempt from reciting the Pledge ~~shall~~ will quietly stand or sit at their desks while others recite the Pledge and ~~shall~~ must not make ~~no~~ any display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations are made for students who are unable to comply with the procedures described herein due to disability.

Adopted:

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Legal Refs: 4 U.S.C. § 4.

Code of Virginia, 1950, as amended, § 22.1-202.

Cross Refs.: JFC Student Conduct

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Adopted: May 11, 2026

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Legal Refs: 4 U.S.C. § 4.

Code of Virginia, 1950, as amended, § 22.1-202.

Cross Refs.: JFC Student Conduct

# ALTERNATIVE SCHOOL PROGRAMS

The [**BLANK**] School Board will establish~~es~~ alternative educational programs within existing schools or at separate sites as needed. No person of school age meeting the residency requirements of Va. Code § 22.1-3 ~~is~~will be charged tuition for enrollment in a program preparing students to pass a high school equivalency examination approved by the Board of Education or an alternative program offered as a regional or division-wide initiative by the School Board.

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:1.

# ALTERNATIVE SCHOOL PROGRAMS

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Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:1.

# CLASS SIZE

The **[BLANK]** School Board assigns licensed instructional personnel in a manner that produces division-wide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios:

- 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide will be assigned to the class;
- 24 to one in grades one, two and three with no class being larger than 30 students;
- 25 to one in grades four through six with no class being larger than 35 students; and
- 24 to one in English classes in grades six through 12.

After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this policy, the school division will notify the parent of each student in such class ~~of such fact~~ no later than 10 days after the date on which the class exceeded the class size limit. The notification ~~shall~~ will state the reason that the class size exceeds the class size limit and describe the measures that the school division will take to reduce the class size to comply with this policy.

In addition, the **[BLANK]** School Board will assign~~s~~ instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs are not included.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:2.

# CLASS SIZE

The Tazewell County School Board assigns licensed instructional personnel in a manner that produces division-wide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios:

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After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this policy, the school division will notify the parent of each student in such class no later than 10 days after the date on which the class exceeded the class size limit. The notification will state the reason that the class size exceeds the class size limit and describe the measures that the school division will take to reduce the class size to comply with this policy.

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:2.

# FIELD TRIPS

Field trips are off-campus instructional activities. Field trips can provide excellent educational experiences for students by enriching the curriculum and by making classroom learning experiences more meaningful. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation, and opportunities to assimilate the experience during and after the trip. Teachers plan advance activities that prepare students for the trip and follow-up activities that assist students in summarizing, applying, and evaluating information learned on the trip.

The following factors should be considered in proposing and approving field trips:

- The value of the trip to the particular class;
- The relationship of the field trip to a particular aspect of the curriculum;
- The distance travelled;
- The time away from the regular instructional program; and
- The availability of transportation

No student will be~~is~~ denied the opportunity to participate in a field trip that is a required instructional activity because of a lack of funds.

Trips are approved by the superintendent or superintendent's designee pursuant to regulations developed by the superintendent.[1] Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent makes an annual report to the School Board on field trips taken.

Trips for activities governed by the Virginia High School League do not require approval on a trip-by-trip basis. Parental permission for such trips may be obtained for the entire athletic season or school year.

The **[BLANK]** School Board does not endorse or accept responsibility for any privately sponsored trips for students or any student trips which are not part of the instructional program. Employees are not permitted to solicit students for such trips. Employees who are involved with such trips must emphasize to any interested student/parent that such trips are strictly private enterprises.

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

[1] If the division collects transportation fees from students or receives contributions from other sources for activities sponsored by the division, the regulations must address those practices.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-70, 22.1-78, 22.1-176.

8 VAC 20-70-190.

, 8 VAC 20-720-80.

Cross Ref.:

| | |
|---|---|
| EEA | Student Transportation Services |
| JFCB | Sportsmanship, Ethics and Integrity |
| JFCC | Student Conduct on School Buses |
| JN | Student Fees, Fines and Charges |

# FIELD TRIPS

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-70, 22.1-78, 22.1-176.
8 VAC 20-70-190, 8 VAC 20-720-80.

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| | | |
|---|---|---|
| Cross Ref.: | EEA | Student Transportation Services |
| | JFCB | Sportsmanship, Ethics and Integrity |
| | JFCC | Student Conduct on School Buses |
| | JN | Student Fees, Fines and Charges |

# COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The **[BLANK]** School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school directs the activities of parents, volunteers and other community resources at the building level.

Access to school property by certain registered sex offenders is prohibited by Virginia law except as permitted by court order or statute. Potential visitors, including parents, who are registered sex offenders, should consult **[INSERT DIVISION POLICY ON SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION (VSBA SAMPLE POLICY KN)]** before arriving on school property or at school-sponsored activities.

Adopted:

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

8 VAC 20-131~~-~~-275~~-~~0.

| | | |
|---|---|---|
| Cross Ref.: | AD | Educational Philosophy |
| | IGBC | Parent and Family Engagement |
| | KA | Goals for School-Community Relations |
| | KK | School Visitors |
| | KN | Sex Offender and Crimes Against Minors Registry Information |
| | KQ | Commercial, Promotional, and Corporate Sponsorships and Partnerships |

# COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Tazewell County School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school directs the activities of parents, volunteers and other community resources at the building level.

Access to school property by certain registered sex offenders is prohibited by Virginia law except as permitted by court order or statute. Potential visitors, including parents, who are registered sex offenders, should consult Policy KN before arriving on school property or at school-sponsored activities.

Adopted: May 11, 2026

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

8 VAC 20-132-250.

| | | |
|---|---|---|
| Cross Ref.: | AD | Educational Philosophy |
| | IGBC | Parent and Family Engagement |
| | KA | Goals for School-Community Relations |
| | KK | School Visitors |
| | KN | Sex Offender and Crimes Against Minors Registry Information |
| | KQ | Commercial, Promotional, and Corporate Sponsorships and Partnerships |

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# TEACHING ABOUT CONTROVERSIAL ISSUES

The **[BLANK]** School Board recognizes that preparation for effective citizenship is one of the major purposes of education. The preparation for effective citizenship includes the study of issues that are controversial. Such study is carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to

- establish a learning environment where each student can study the issues within a curriculum that is appropriate to the student's knowledge and maturity; and

- provide instruction in an atmosphere that is free from bias, prejudice, or coercion.

Although the instructional program includes study of the political party system in the United States, the **[BLANK]** School Board does not endorse any political party or candidate.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.3.

Cross Ref.: KF ——— Distribution of Information/Materials
JOB ——— Administration of Surveys and Questionnaires

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.3.

Cross Ref.:
| | | |
|---|---|---|
| | KF | Distribution of Information/Materials |
| | JOB | Administration of Surveys and Questionnaires |

# WEAPONS ON SCHOOL PROPERTY~~IN SCHOOL~~

## ~~I.~~ General Application to All Persons~~ly~~

No person may possess or use ~~Carrying, bringing, using or possessing~~ any firearm, dangerous device, or ~~dangerous or deadly~~other weapon ~~in any school building, on school grounds~~on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for~~, in any school vehicle or at any~~ school-sponsored ~~activity~~ functions or activities when such functions or activities are taking place, at a school sponsored activity, or on any school bus, ~~without the authorization of the school principal or the superintendent or superintendent's designee is prohibited, and grounds for disciplinary action.~~except as expressly authorized by law.

~~-~~The superintendent or superintendent's designee ~~is permitted to give authority to possess a firearm on school property only to persons expressly authorized by statute to possess a firearm on school property.~~shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property or at school functions or activities only by person and in such circumstances as expressly authorized by law.

Consistent with Virginia law, s~~S~~uch weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code § 22.1-277.07, designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade or stiletto knife, ballistic knife, machete, knife or razor,
- slingshots or slingbows,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices as defined in Va. Code § 22.1-277.07, and
- other dangerous articles.[1]

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

[1] This list is consistent with Va. Code § 18.2-308 and 308.1.

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- Illegal conduct will be reported to law enforcement officials.

## ~~II.~~ Student Expulsion for Possession of Firearms

A student who has possessed a firearm on school property, school buses, or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07, or a firearm muffler or firearm silencer, or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity may be expelled for at least one year in accordance with Policy JGD/JGE Student Suspension/Expulsion.[2] The School Board may determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. The School Board authorizes[3] the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. If it is determined by the superintendent or superintendent's designee that a disciplinary action other than expulsion is appropriate, such disciplinary action is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

## ~~III.~~ Students with Disabilities

A. Students with disabilities are subject to 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 weapons violation.

1. In addition to the authority granted in subsection A above, a student with a disability may also 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 carries or possesses a weapon to or at school, on school premises, or to or at a school function under the

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

[2] Policy JGD/JGE Student Suspension/Expulsion is reference to VSBA sample policy coding. Boards should modify this sentence to identify their division's policy on expulsion and suspension, if different.

[3] School boards are permitted, but not required by law, to authorize the superintendent or superintendent's designee, to conduct a preliminary review as described in the policy. A board that does not authorize the superintendent or superintendent's designee to conduct such a review should not adopt this sentence and the following sentence.



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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, the weapon must meet the following definition:

   "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a ~~pocket knife~~pocketknife with a blade of less than 2 ½ inches in length." [4]

Adopted:

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Legal Refs.: 18 U.S.C. § 930.

20 U.S.C. § 1415.

Code of Virginia, 1950, as amended, §§ 15.2-915.4,18.2-308, 18.2-308.1, 18.2-308.7, 22.1-277.07, 22.1-277.07:1, 22.1-280.2:1, 22.1-280.2:4.

Cross Refs.:

| | |
|---|---|
| EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| EBB | Threat Assessment Teams |
| GBEB | Staff Weapons in School |
| JFC | Student Conduct |
| JFCC | Student Conduct on School Buses |
| JFG | Search and Seizure |
| JGA | Corporal Punishment |
| JGD/JGE | Student Suspension/Expulsion |
| JGDA | Disciplining Students with Disabilities |
| JGDB | Discipline of Students with Disabilities for Infliction of Serious Bodily Injury |

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

[4] This language is taken from the language in the federal definition of "dangerous weapon" in 18 U.S.C. § 930(g)(2). It is used in the Individuals with Disabilities Education Act (IDEA) and other related U.S Department of Education regulations.

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# WEAPONS ON SCHOOL PROPERTY

## General Application to All Persons

No person may possess or use any firearm, dangerous device, or other weapon on school property (including school vehicles), on that portion of any property open to the public and then exclusively used for school-sponsored functions or activities when such functions or activities are taking place, at a school sponsored activity, or on any school bus, except as expressly authorized by law.

The superintendent or superintendent's designee shall implement this policy in a manner consistent with state law and shall permit possession of a firearm or other weapon on school property or at school functions or activities only by person and in such circumstances as expressly authorized by law.

Consistent with Virginia law, such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm listed in Va. Code § 22.1-277.07, designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade or stiletto knife, ballistic knife, machete, knife or razor,
- slingshots or slingbows,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices as defined in Va. Code § 22.1-277.07, and
- other dangerous articles.

Illegal conduct will be reported to law enforcement officials.

## Student Expulsion for Possession of Firearms

A student who has possessed a firearm on school property, school buses, or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1 or who has possessed a firearm or destructive device as defined in Va. Code § 22.1-277.07, or a firearm muffler or firearm silencer, or a pneumatic gun as defined in Va. Code § 15.2-915.4 on school property or at a school-sponsored activity may be expelled for at least one year in accordance with Policy JGD/JGE Student

Suspension/Expulsion. The School Board may determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. The School Board authorizes the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. If it is determined by the superintendent or superintendent's designee that a disciplinary action other than expulsion is appropriate, such disciplinary action is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

**Students with Disabilities**

A. Students with disabilities are subject to 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 weapons violation.

   1. In addition to the authority granted in subsection A above, a student with a disability may also 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 carries or possesses a weapon to or at school, on school premises, or to 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, the weapon must meet the following definition:

      "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 ½ inches in length."

Adopted: May 11, 2026

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Legal Refs.: 18 U.S.C. § 930.

20 U.S.C. § 1415.

Code of Virginia, 1950, as amended, §§ 15.2-915.4,18.2-308, 18.2-308.1, 18.2-308.7, 22.1-277.07, 22.1-277.07:1, 22.1-280.2:1, 22.1-280.2:4.

| | | |
|---|---|---|
| Cross Refs.: | EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| | EBB | Threat Assessment Teams |
| | GBEB | Staff Weapons in School |
| | JFC | Student Conduct |
| | JFCC | Student Conduct on School Buses |
| | JFG | Search and Seizure |
| | JGA | Corporal Punishment |
| | JGD/JGE | Student Suspension/Expulsion |
| | JGDA | Disciplining Students with Disabilities |
| | JGDB | Discipline of Students with Disabilities for Infliction of Serious Bodily Injury |

## GANG-RELATED ACTIVITY OR ASSOCIATION

The **[BLANK]** School Board recognizes the existence of gangs in the community and the threat they pose to the educational environment. Therefore, students ~~shall~~ must not engage in gang-related activity on school grounds, on school buses, or on any school sponsored activity. In addition, students ~~shall~~ must not engage in gang-related activity using the School Division computer system at any time.

A gang is defined by Va. Code § 18.2-46.1 as "any ongoing organization, association, or group of three or more persons, whether formal or informal,

- which has as one of its primary objectives or activities the commission of one or more criminal activities,
- which has an identifiable name or identifying sign or symbol, **and**
- whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction." ~~whose purpose includes:~~

- ~~commission of illegal acts~~
- ~~participation in activities that threaten the safety of persons or property~~
- ~~disruption of the school environment~~
- ~~creation of an atmosphere of fear and intimidation.~~

Students are subject to disciplinary action in accordance with **[INSERT DIVISION POLICY ON STUDENT CONDUCT (VSBA SAMPLE POLICY JFC)]**~~Policy JFC Student Conduct~~ and the Standards of Student Conduct issued by the superintendent for participating in gang-related activity. Gang-related activity is defined as:

- wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that is evidence of membership or affiliation in any gang;
- committing any act, or using any speech, either verbal or non-verbal (such as gestures or handshakes), showing membership or affiliation in a gang;
- using any speech or committing any act in furtherance of the interests of any gang, including: (a) soliciting, hazing, and initiating others for membership in any gang, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school policy and inciting other students to act with physical violence; **or**
- inappropriate congregating, bullying, cyberbullying, harassment, intimidation, degradation, disgrace, and/or related activities which are likely to cause bodily danger, physical harm, or mental harm to students, employees, or visitors.

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The superintendent or superintendent's designee, in cooperation with local law enforcement and/or juvenile agencies, will develop~~s~~ and regularly update~~s~~ a regulation listing known gang clothing, jewelry, emblems, badges, signs, gestures, handshakes, and symbols.

The superintendent or superintendent's designee will provide~~s~~ in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk of gang involvement and promote membership in authorized school groups and/or activities as an alternative.

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 18.2-46.1, 22.1-70, 22.1-78, 22.1-79(2),
§ 22.1-276.01, 22.1-279.6.

Cross Refs.:

| | |
|---|---|
| EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| EBB | Threat Assessment Teams |
| IIBEA/GAB | Acceptable Computer System Use |
| JFC | Student Conduct |

# GANG-RELATED ACTIVITY OR ASSOCIATION

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Students are subject to disciplinary action in accordance with Policy JFC and the Standards of Student Conduct issued by the superintendent for participating in gang-related activity. Gang-related activity is defined as:

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Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 18.2-46.1, 22.1-70, 22.1-78, 22.1-79(2), § **22.1-276.01**, 22.1-279.6.

Cross Refs.:

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| EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
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| IIBEA/GAB | Acceptable Computer System Use |
| JFC | Student Conduct |

## NOTIFICATION REGARDING PROSECUTION OF JUVENILES AS ADULTS

The **[BLANK]** School Board annually provides information developed by the Office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes.[1]

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-279.4

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

[1] This information may be distributed through such methods as public announcements in the schools, written notification to parents, publication in the student conduct manual, inclusion in materials distributed to parents pursuant to § 22.1-279.3, etc.

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Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-279.4

# CORPORAL PUNISHMENT

No teacher, principal or other person employed by the **[BLANK]** School Board ~~shall~~ will subject a student to corporal punishment. This prohibition does not prohibit the use of incidental, minor or reasonable physical contact or other actions designed to maintain order and control, or the use of reasonable and necessary force. It also does not prevent the use of reasonable and necessary force:

- to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to persons or damage to property;
- to prevent a student from self-inflicting physical harm ~~on himself~~;
- for self-defense or the defense of others; **or**
- to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia which are upon the person of the student or within ~~his~~ the student's control.

For the purposes of this policy, ~~"~~"corporal punishment"~~"~~ means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline. "Corporal punishment" does not include physical pain, injury, or discomfort caused by participation in practice or competition in an interscholastic sport, or participation in physical education or an extracurricular activity.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-279.1.

Cross Ref.: JFCD Weapons in Schools
JM Restraint and Seclusion of Students

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-279.1.

Cross Ref.: JFCD Weapons in Schools
JM Restraint and Seclusion of Students

# STUDENT WELLNESS

## Goals

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Based on review and consideration of evidence-based strategies and techniques, the **[BLANK]** School Board establishes the following goals to promote student wellness.[1]

Nutrition Promotion and Education

**[INSERT DIVISION'S GOALS HERE]**

Physical activity

**[INSERT DIVISION'S GOALS HERE]**

Other school-based activities

**[INSERT DIVISION'S GOALS HERE]**

## Nutrition Standards and Guidelines

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The **[BLANK]** School Board incorporates and adopts the nutrition standards in 8 VAC 20-740-10 through 8 VAC 20-740-40.[2]

The superintendent is responsible for creating[3]

- regulations to develop and implement standards for all foods and beverages provided, but not sold, to students on the school campus during the school day; **and**
- standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that promote student health and reduce childhood obesity and are consistent with the applicable standards and requirements in 7 C.F.R. §§ 210.10, 210.11 and 220.8.

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~~All meals meet or exceed current nutrition requirements established under the Healthy, Hunger-Free Kids Act of 2010.~~

Marketing on the school campus during the school day is permitted only for those foods and beverages that meet the nutrition standards under 7 C.F.R. § 210.11, serve

**The statement in red was added by TCPS in April 2025, but is no longer needed. This sentence will be deleted with these updates.**

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

[1] Each division must determine its own goals and include them in its policy.

[2] This statement applies in divisions that participate in the national school lunch program. If a division does not participate in that program, it should not adopt this sentence.

[3] This paragraph delegates the responsibility for developing and implementing the required standards and guidelines to the superintendent. The school board may retain that responsibility itself if it prefers.

to promote student health, reduce and prevent childhood obesity, and combat problems associated with poor nutrition and physical inactivity.

**Implementation**

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The **[BLANK]** School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy by **[INSERT DESCRIPTION OF METHODS BY WHICH PUBLIC PARTICIPATION IS ENCOURAGED HERE.]**

The **[INSERT STAFF POSITION TITLE]**[4] is responsible for implementing and enforcing this policy. The implementation of the policy is measured by **[INSERT DESCRIPTION OF THE LOCAL PLAN FOR MEASURING THE IMPLEMENTATION OF THE POLICY HERE.]**

The public is informed about the content and implementation of the policy by **[INSERT THE METHODS BY WHICH INFORMATION REGARDING THE CONTENT OF THE POLICY AND IMPLEMENTATION ISSUES ARE REPORTED TO THE PUBLIC HERE.]**

Implementation procedures include measuring and making available to the public, at least once every three years, an assessment of the implementation of the policy, including the extent to which schools are in compliance with the policy, the extent to which this policy compares to model school wellness policies and a description of the progress made in attaining the goals of the policy. The results of the triennial assessment are considered in updating the policy.[5]

The process for monitoring compliance with this policy is **[INSERT DESCRIPTION OF PROCESS FOR MONITORING COMPLIANCE HERE.]**

The **[BLANK]** School Board retains the following records to document compliance with 7 C.F.R. § 210.31:

- this~~e~~ policy;
- documents demonstrating compliance with community involvement requirements, including requirements to make the policy and triennial assessments available to the public; **and**
- documentation of the triennial assessment of the policy.

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

[4] The School Board may designate more than one staff person to fulfill this responsibility.

[5] The School Board must consider the results of its local triennial assessment in updating the local goals included in this policy.

Adopted:

Legal Refs.: 42 U.S.C. § 1758b.

7 C.F.R. 210.31.

Code of Virginia, 1950, as amended, § 22.1-207.4.

8 VAC 20-740-10 through ~~8 VAC 20-740-30~~.

~~8 VAC 20-740-40.~~

Cross Refs.:

| | |
|---|---|
| EF | Food Service Management |
| EFD | Food Sanitation Program |
| EFB | Food Services |
| IGAE/IGAF | Health Education/Physical Education |
| JL | Fund Raising and Solicitation |
| KQ | Commercial, Promotional and Corporate Sponsorships and Partnerships |

# STUDENT WELLNESS

## Goals

Based on review and consideration of evidence-based strategies and techniques, the Tazewell County School Board establishes the following goals to promote student wellness.

- The school division will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will comply with the *Smart Snacks in Schools* Standards as established by the United States Department of Agriculture.
- School personnel will provide students with access to a variety of affordable, nutritious, and appealing foods.
- School personnel will provide clean, safe, and pleasant settings with adequate time for students to eat. Students will be allowed at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
- Schools will provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity.

### Nutrition Promotion and Education

- Students will receive the nutrition education that teaches skills needed to adopt and maintain healthy eating behaviors.
- Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Students will receive consistent nutrition messages from all aspects of the school program.
- Division health education curriculum standards and guidelines will address both nutrition and physical education.
- Nutrition will be integrated into the health education or core curricula (e.g., math, science, language arts).
- Individual schools will link nutrition education activities with the coordinated school health program.
- Staff members providing nutrition education instruction will receive appropriate training.
- Schools will be enrolled as Team Nutrition Schools and will conduct nutrition education activities and promotions that involve parents, students and the community.
- Schools will only promote or advertise foods and beverages that meet *Smart Snacks in Schools* nutritional standards.

### Physical activity

- Students will be provided opportunities for physical activity during the school day through

physical education (PE) classes, daily recess periods for elementary school students, and the integration of movement activity into the academic curriculum as appropriate.

- Students will be given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs.
- Schools will work with the community to create ways for students to walk or bike safely to and from school.
- Schools will encourage parents and guardians to support their child's participation in physical activity and will serve as physical active role models. Caretakers will be encouraged to include physical activity in family events.
- Schools will provide training to enable staff to develop programs that promote enjoyable, lifelong physical activity among students.

Other school-based activities

- An adequate amount of time will be allowed for students to eat meals in adequate lunchroom facilities.
- All children who participate in school meals programs will obtain food in a non-stigmatizing manner.
- Programs will be implemented to promote physical health among staff members.

Nutrition Standards and Guidelines

The Tazewell County School Board incorporates and adopts the nutrition standards in 8 VAC 20-740-10 through 8 VAC 20-740-40.

The superintendent is responsible for creating

- regulations to develop and implement standards for all foods and beverages provided, but not sold, to students on the school campus during the school day; and
- standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that promote student health and reduce childhood obesity and are consistent with the applicable standards and requirements in 7 C.F.R. §§ 210.10, 210.11 and 220.8.

Marketing on the school campus during the school day is permitted only for those foods and beverages that meet the nutrition standards under 7 C.F.R. § 210.11, serve to promote student health, reduce and prevent childhood obesity, and combat problems associated with poor nutrition and physical inactivity.

Implementation

The Tazewell County School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this

policy by participation in student wellness events held at each school via school newsletters, school webpages, social media outlets such as Facebook, Twitter, Instagram, etc. and via flyers issued from the Manager of Food Services with information from the USDA and the Virginia Department of Education.

The Division Superintendent/Designee is responsible for implementing and enforcing this policy. The implementation of the policy is measured by participation rates in school programs and activities by feedback received from students, staff, and parents.

The public is informed about the content and implementation of the policy by messages posted to social media accounts of individual schools and those of the Food Service Department and by newsletters sent home from individual schools containing information from the USDA, VDOE, and TCPS regarding school nutrition and wellness.

Implementation procedures include measuring and making available to the public, at least once every three years, an assessment of the implementation of the policy, including the extent to which schools are in compliance with the policy, the extent to which this policy compares to model school wellness policies and a description of the progress made in attaining the goals of the policy. The results of the triennial assessment are considered in updating the policy.

The process for monitoring compliance with this policy is managed by school administration, Director of Elementary Education, Director of Middle School Education, Director of Secondary Education, and the Manager of Food Service.

The Tazewell County School Board retains the following records to document compliance with 7 C.F.R. § 210.31:

- this policy;
- documents demonstrating compliance with community involvement requirements, including requirements to make the policy and triennial assessments available to the public; and
- documentation of the triennial assessment of the policy.

Adopted: May 11, 2026

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Legal Refs: 42 U.S.C. § 1758b.
7 C.F.R. 210.31.
Code of Virginia, 1950, as amended, § 22.1-207.4.
8 VAC 20-740-10 through 8 VAC 20-740-40.

| Cross Refs: | | |
|---|---|---|
| | EF | Food Service Management |
| | EFD | Food Sanitation Program |
| | EFB | Food Services |
| | IGAE/IGAF | Health Education/Physical Education |
| | JL | Fund Raising and Solicitation |
| | KQ | Commercial, Promotional and Corporate Sponsorships and Partnerships |

# SUICIDE PREVENTION

## Duties of Teachers and Administrative Staff

Any person licensed as administrative or instructional personnel by the Board of Education and employed by the **[BLANK]** School Board who, in the scope of ~~his~~ employment, has reason to believe, as a result of direct communication from a student, that such student is at imminent risk of suicide, must contact~~s~~, as soon as practicable, at least one of such student''s parents to ask whether such parent is aware of the student''s mental state and whether the parent wishes to obtain or has already obtained counseling for such student. The superintendent is responsible for developing procedures for such contact that are in accordance with the guidelines developed by the Board of Education in cooperation with the Department of Behavioral Health and Developmental Services and the Department of Health as required by Va. Code § 22.1-272.1.

## Abuse or Neglect

If the student has indicated that the reason for being at imminent risk of suicide relates to parental abuse or neglect, contact is not made with the parent. Instead, the staff ~~person~~ member notifies, as soon as practicable, the local department of social services of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred or the state Department of Social Services'' toll-free child abuse and neglect hotline as required by **[INSERT DIVISION POLICY ON CHILD ABUSE AND NEGLECT REPORTING (VSBA SAMPLE POLICY~~Policy~~ GAE)]** Child Abuse and Neglect Reporting and Va. Code § 63.2-1509. When giving this notice to the local or state department, the ~~person~~ staff member must stress~~es~~ the need to take immediate action to protect the child from harm.

## Parental Review of Materials

Parents have the right to review any audio-visual materials that contain graphic sexual or violent content used in any anti-bullying or suicide prevention program. Prior to the use of any such material, the parent of a child participating in such a program is provided written notice of the parent's right to review the material and the right to excuse the child from participating in the part of such program utilizing such material.

Adopted:

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207.1:1, 22.1-207.2:1, 22.1-272.1 and 63.2-1509.

Cross Refs.: ~~GAE Child Abuse and Neglect Reporting~~
EB School Crisis, Emergency Management and Medical Emergency Response Plan

| | |
|---|---|
| EBB | Threat Assessment Teams |
| GAE | Child Abuse and Neglect Reporting |
| JHC | Student Health Services |
| KP | Parental Rights and Responsibilities |

# SUICIDE PREVENTION

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Adopted: May 11, 2026

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| EB | School Crisis, Emergency Management and Medical Emergency Response Plan |
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# 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~~ must not return to play until 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:

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-271.8.

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

**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.

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Adopted: May 11, 2026

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-271.8.

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

# FUNDRAISING AND SOLICITATION

All fundraising activities conducted for the benefit of the school division must provide an educational benefit to students and must not interfere with the instructional program. All fundraising activities conducted by school-sponsored organizations or clubs must be approved in advance by the principal. Fundraising refers to the raising of non-appropriated funds by students, parents, or others for the educational benefit of students and their schools.

Students may participate in fundraising activities provided such activities are approved in writing and carefully monitored and regulated by the school principal or principal's designee. Elementary school students may not participate in door-to-door solicitation. Students are not excused from class to participate in fundraising activities. No grade is affected by a student's participation, or lack of participation, in a fundraising activity.

Each principal develops and maintains a list of all approved fundraising activities and reports all activities to the superintendent pursuant to procedures issued by the superintendent.

The superintendent periodically furnishes the School Board with an up-to-date listing of all fundraising activities being conducted in the school division.

Adopted:

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

| | | |
|---|---|---|
| Cross Refs.: | IIBEA/GAB | Acceptable Computer System Use |
| | IICA | Field Trips |
| | JHCF | Student Wellness |
| | ~~KJ~~ | ~~Advertising in the Schools~~ |
| KGA | Sales and Solicitations in Schools | |
| | KJ | Advertising in the Schools |
| | KMA | Relations with Parent Organizations |
| | KQ | Commercial, Promotional, and Corporate Sponsorships and Partnerships |

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Adopted: May 11, 2026

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| | KQ | Commercial, Promotional, and Corporate Sponsorships and Partnerships |

# RESTRAINT AND SECLUSION OF STUDENTS

Physical restraint and seclusion may only be used by **[BLANK]** School Board staff[1] 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 **[BLANK]** 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;

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**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 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 student.[3]

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:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-279.1, 22.1-279.1:1.

8 VAC 20-750-40, 8 VAC 20-750-50, 8 VAC 20-750-70.

~~8 VAC 20-750-50.~~

~~8 VAC 20-750-70.~~

Cross Refs.:

| | |
|---|---|
| EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| EBB | Threat Assessment Teams |
| 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.

# RESTRAINT AND SECLUSION OF STUDENTS

Physical restraint and seclusion may only be used by Tazewell County School Board staff 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. The Tazewell County 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;
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    - notification of parents regarding incidents of physical restraint or seclusion, including the manner of such notification;
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    - 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 student.

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: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-16, 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.: | | |
|---|---|---|
| | EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| | EBB | Threat Assessment Teams |
| | IGBA | Programs for Students with Disabilities |
| | JFC | Student Conduct |
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| | JGDA | Disciplining Students with Disabilities |
| | JGDB | Discipline of Students with Disabilities for Infliction of Serious Bodily Injury |
| | KNAJ | Relations with Law Enforcement Authorities |

# MEDIA RELATIONS

Media releases by the schools are encouraged as a means of informing the public of programs, activities, and accomplishments. Staff members are encouraged to participate in activities that inform the public about school programs and activities.

News and information concerning personnel and students is released only with the approval of the principal and in accordance with state and federal laws regarding confidentiality.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-287, 22.1-287.1.

| | | |
|---|---|---|
| Cross Ref.: | JO | Student Records |
| | KA | Goals for School-Community Relations |
| | KB | Public Information Program |

# MEDIA RELATIONS

Media releases by the schools are encouraged as a means of informing the public of programs, activities, and accomplishments. Staff members are encouraged to participate in activities that inform the public about school programs and activities.

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-287, 22.1-287.1.

| Cross Ref.: | | |
|---|---|---|
| | JO | Student Records |
| | KA | Goals for School-Community Relations |
| | KB | Public Information Program |

## COMMUNITY INVOLVEMENT IN DECISION MAKING

The **[BLANK]** School Board will calls meetings of the people of the school division for consultation in regard to school interests thereof when it deems such meetings to be necessary.

The Board may appoint a committee of not less than three norfor more than seven members for each public school in the school division. The committee''s duty will be to advise the members of the School Board with reference to matters pertaining to the school and to cooperate with the School Board in the care of the school property and in the successful operation of the school. Such committees serve without compensation.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-86, 22.1-253.13:7.

Cross Ref.:

| | |
|---|---|
| AF | Comprehensive Plan |
| BCF | Advisory Committees to the School Board |
| BDDH/KD | Public Participation at Board Meetings |
| CA | Administration Goals |

File: KC

# COMMUNITY INVOLVEMENT IN DECISION MAKING

The Tazewell County School Board will call meetings of the people of the school division for consultation in regard to school interests thereof when it deems such meetings to be necessary.

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-86, 22.1-253.13:7.

| | | |
|---|---|---|
| Cross Ref.: | AF | Comprehensive Plan |
| | BCF | Advisory Committees to the School Board |
| | BDDH/KD | Public Participation at Board Meetings |
| | CA | Administration Goals |

# PUBLIC CONDUCT ON SCHOOL PROPERTY

All visitors must register at the school office on arrival.

No person or organization~~one~~ may possess, ~~or~~ consume, or serve any alcoholic beverage ~~in or on the grounds of any public school~~on school property or ~~during school hours or school or student activities.~~at school or student-sponsored activities ~~In addition, no one may consume, and no organization shall serve, any alcoholic beverage in or on the grounds of any public school after school hours or school or student activities~~, both during and after school hours, except for religious congregations using wine for sacramental purposes only.

In accordance with **[INSERT LOCAL POLICY ~~KGC~~ ON TOBACCO PRODUCTS AND NICOTINE VAPOR PRODUCTS (VSBA SAMPLE POLICY KGC)]**, use of tobacco products and nicotine vapor products is not permitted ~~in schools,~~on school property, ~~at~~ school-sponsored activities or events, or in school vehicles.

The principal will report a~~A~~ny person found to be engaged in or advocating illegal activity while on school property, including school buses~~, is reported by the principal~~ to the local law enforcement authorities.

Any person who willfully and maliciously damages, destroys or defaces any school district building, or damages or removes any school property from a school building, is required to compensate the school division and may be prosecuted.

Any person who willfully disrupts ~~interrupts or disturbs~~ the operation of any school, school activity, or school-sponsored event, or who is intoxicated from self-administered alcohol or drugs and disrupts the same, ~~or, being intoxicated, disturbs the same, whether willfully or not,~~ may b~~e ejected~~e removed from school property and/or prosecuted.

Adopted:

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Legal Refs.: 20 U.S.C. §§ 6083, 7973.

Code of Virginia, 1950, as amended, §§ 4.1-309, 18.2-415, 18.2-128, 18.2-138, 22.1-78, 22.1-79.5.

Cross Refs.:

| | |
|---|---|
| ECAB | Vandalism |
| GBEC/JFCH/KGC | Tobacco Products and Nicotine Vapor Products |
| KK | School Visitors |
| KN | Sex Offender and Crimes Against Minors Registry Information |

# PUBLIC CONDUCT ON SCHOOL PROPERTY

All visitors must register at the school office on arrival.

No person or organization may possess, consume, or serve any alcoholic beverage on school property or at school or student-sponsored activities, both during and after school hours, except for religious congregations using wine for sacramental purposes only.

In accordance with Policy KGC Tobacco Products and Nicotine Vapor Products, use of tobacco products and nicotine vapor products is not permitted on school property, at school-sponsored activities or events, or in school vehicles.

The principal will report any person found to be engaged in or advocating illegal activity while on school property, including school buses to the local law enforcement authorities.

Any person who willfully and maliciously damages, destroys or defaces any school district building, or damages or removes any school property from a school building, is required to compensate the school division and may be prosecuted.

Any person who willfully disrupts the operation of any school, school activity, or school-sponsored event, or who is intoxicated from self-administered alcohol or drugs and disrupts the same, may be removed from school property and/or prosecuted.

Adopted: May 11, 2026

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Legal Refs.: 20 U.S.C. §§ 6083, 7973.

Code of Virginia, 1950, as amended, §§ 4.1-309, 18.2-415, 18.2-128, 18.2-138, 22.1-78, 22.1-79.5.

| Cross Refs.: | | |
|---|---|---|
| | ECAB | Vandalism |
| | GBEC/JFCH/KGC | Tobacco Products and Nicotine Vapor Products |
| | KK | School Visitors |
| | KN | Sex Offender and Crimes Against Minors Registry Information |

# SCHOOL VISITORS

## Generally

Visitors are welcome ~~in the schools~~on school property ~~as long as~~provided their presence is not disruptive. Upon arriving at a school, all visitors must report to the administrative office and comply with visitor registration and identification procedures established by the school.

Access to school property by certain registered sex offenders is prohibited by Virginia law except as permitted by court order or statute. Potential visitors, including parents, who are registered sex offenders, should consult **[~~Policy KN~~INSERT DIVISION POLICY ON SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION ~~Sex Offender and Crimes Against Minors Registry Information~~(VSBA SAMPLE POLICY KN)]** before arriving on~~at~~ school property or at school~~-~~-sponsored activities.

The school division expects mutual respect, civility, and orderly conduct from all individuals on school property, including school buses, ~~-~~and at school~~-~~-sponsored events. ~~events.~~ Unauthorized persons, including suspended and expelled students, ~~will be requested to~~who fail to leave school property, including school buses, or a school-sponsored activity upon the direction of ~~grounds~~the Superintendent, the principal, a designee, or any other authorized school official[1] ~~by the building administrator. Unauthorized persons who fail to leave the school grounds or school activity as requested~~ will be considered trespassers. The School Board authorizes the superintendent to take all necessary actions regarding the safety, order, and preservation of the educational environment on ~~School Board~~school property or at school division sponsored activities. Law enforcement may be called to enforce this policy.

Any person~~one~~, including a student~~students~~, who enters a school at nighttime without the consent of an authorized person except to attend an approved meeting or service or who enters or remains on any school property, including school buses, in violation of (i) any ~~any~~ direction to vacate the property by an authorized individual or (ii) any posted notice which contains such information and reasonably visible, ~~, posted at a place where it reasonably may be seen~~ may be prosecuted in accordance with Virginia law.~~.~~

Parents

Unless restricted by law, p~~P~~arents are encouraged to visit the schools on scheduled days for conferences with teachers, assemblies, PTA meetings, volunteer service, and other school programs. Noncustodial parents are not denied, solely on the basis of their noncustodial status, the opportunity to participate in any ~~of the student's~~

[1] School Boards can also add school resources officers, school security officers, etc.

~~school or day care activities~~student activity that ~~in which such participation~~ is supported or encouraged by the policies of the School Board.

**Board Members**

Periodically, Board members may visit schools within the division. The purpose of these visits is to assist in fulfilling their responsibilities and increase understanding of actual educational practices. When visiting a school, School Board members will follow the same procedures applicable to all other visitors~~ when visiting a school.~~.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-119, 18.2-128, ~~;~~ 18.2-370.5, 18.2-415, 22.1-4.3, ~~_____~~22.1-79.

Cross Refs.:

| | |
|---|---|
| DJG | Vendor Relations |
| EB | School Crisis, Emergency Management, and Medical Emergency Response Plan |
| ECA | Inventory and Reporting of Loss or Damage |
| GAB/IIBEA | Acceptable Computer System Use |
| IGBC | Parental Involvement |
| KGB | Public Conduct on School Property |
| KN | Sex Offender and Crimes Against Minors Registry ~~Notification~~ Information |
| KP | Parental Rights and Responsibilities |

# SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION

## Generally

Each school in the Tazewell County school division must register with the Department of State Police to receive electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry (the Registry) within the division.

The superintendent establishes procedures regarding the use and distribution of information received from the Registry. Information received from the Registry may not be used to intimidate or harass.

The superintendent notifies the parent of each student enrolled in the school division of the availability of information in the Registry and the location of the website.

## Visitors to Schools

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code § 9.1-902, of an enrolled student is required to register with the Registry, the parent is notified in writing that the parent is barred from being present on school property or at school sponsored activities without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions the parent is monitored to ensure that the parent does not come into contact with any children other than the parent's own children.

When the school division learns that any individual other than the parent of an enrolled student, who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, seeks to be present at school or at school functions, the individual is notified in writing that the individual is barred from being present at school or school functions without the express written approval of the principal of the school the individual seeks to visit or which sponsors the event the individual seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the individual may be present. One of the conditions will be that the individual will be monitored to ensure the safety of students, staff, and others.

Principals consider requests to be present at school or at school sponsored activities from all individuals who are required to register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code § 9.1-902 in accordance with procedures established by the superintendent.

## Visitors to Schools – Conviction of Tier III Offenses

No adult who has been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center

property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless

- the person is a lawfully registered and qualified voter and is coming upon such property solely to vote;
- the person is a student enrolled at the school; **or**
- the person has obtained a court order pursuant to Va. Code 18.2-370.5.C allowing the person to enter and be present upon such property, has obtained the permission of the School Board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

Adopted: May 11, 2026

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Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-79, 22.1-79.3, 9.1-902, 9.1-914, 9.1-918 and 18.2-370.5.

Commonwealth v. Doe, 278 Va. 223 (2009).

| Cross Ref: | | |
|---|---|---|
| | BBA | School Board Powers and Duties |
| | DJF | Purchasing Procedures |
| | KK | School Visitors |
| | KNAJ | Relations with Law Enforcement Authorities |
| | KP | Parental Rights and Responsibilities |

# SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION

## Generally

Each school in the **[BLANK]** school division must registers with the Department of State Police to receive electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry (the Registry) within the division.

The superintendent establishes procedures regarding the use and distribution of information received from the Registry. Information received from the Registry may not be used to intimidate or harass.

The superintendent notifies the parent of each student enrolled in the school division of the availability of information in the Registry and the location of the website.

## Visitors to Schools

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code § 9.1-902, of an enrolled student is required to register with the Registry, the parent is notified in writing that the parent ~~he or she~~ is barred from being present ~~at school or at school functions~~on school property or at school sponsored activities without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions the parent is monitored to ensure that ~~he or she~~the parent does not come into contact with any children other than the parent's own children.

When the school division learns that any ~~person~~ individual other than the parent of an enrolled student, who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, seeks to be present at school or at school functions, the ~~person~~ individual is notified in writing that the individual ~~he or she~~ is barred from being present at school or school functions without the express written approval of the principal of the school the ~~person~~ individual seeks to visit or which sponsors the event the ~~person~~ individual seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the ~~person~~ individual may be present. One of the conditions will be that the ~~person~~ individual will be monitored to ensure the safety of students, staff, and others.

Principals consider requests to be present at school or at school sponsored activities from all ~~persons~~ individuals who are required to register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code § 9.1-902 in accordance with procedures established by the superintendent.

## Visitors to Schools – Conviction of Tier III Offenses

No adult who has been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless

- the person is a lawfully registered and qualified voter and is coming upon such property solely to vote;
- the person is a student enrolled at the school; **or**
- the person has obtained a court order pursuant to Va. Code 18.2-370.5.C allowing the person to enter and be present upon such property, has obtained the permission of the School Board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

Adopted:

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Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-79, 22.1-79.3, 9.1-902, 9.1-914, 9.1-918 and 18.2-370.5.

Commonwealth v. Doe, 278 Va. 223 (2009).

Cross Ref:

| | |
|---|---|
| BBA | School Board Powers and Duties |
| DJF | Purchasing Procedures |
| KK | School Visitors |
| KNAJ | Relations with Law Enforcement Authorities |
| KP | Parental Rights and Responsibilities |

# SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION

## Generally

Each school in the Tazewell County school division must register with the Department of State Police to receive electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry (the Registry) within the division.

The superintendent establishes procedures regarding the use and distribution of information received from the Registry. Information received from the Registry may not be used to intimidate or harass.

The superintendent notifies the parent of each student enrolled in the school division of the availability of information in the Registry and the location of the website.

## Visitors to Schools

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code § 9.1-902, of an enrolled student is required to register with the Registry, the parent is notified in writing that the parent is barred from being present on school property or at school sponsored activities without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions the parent is monitored to ensure that the parent does not come into contact with any children other than the parent's own children.

When the school division learns that any individual other than the parent of an enrolled student, who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, seeks to be present at school or at school functions, the individual is notified in writing that the individual is barred from being present at school or school functions without the express written approval of the principal of the school the individual seeks to visit or which sponsors the event the individual seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the individual may be present. One of the conditions will be that the individual will be monitored to ensure the safety of students, staff, and others.

Principals consider requests to be present at school or at school sponsored activities from all individuals who are required to register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code § 9.1-902 in accordance with procedures established by the superintendent.

## Visitors to Schools – Conviction of Tier III Offenses

No adult who has been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center

property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless

- the person is a lawfully registered and qualified voter and is coming upon such property solely to vote;
- the person is a student enrolled at the school; **or**
- the person has obtained a court order pursuant to Va. Code 18.2-370.5.C allowing the person to enter and be present upon such property, has obtained the permission of the School Board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

Adopted: May 11, 2026

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Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-79, 22.1-79.3, 9.1-902, 9.1-914, 9.1-918 and 18.2-370.5.

Commonwealth v. Doe, 278 Va. 223 (2009).

| Cross Ref: | | |
|---|---|---|
| | BBA | School Board Powers and Duties |
| | DJF | Purchasing Procedures |
| | KK | School Visitors |
| | KNAJ | Relations with Law Enforcement Authorities |
| | KP | Parental Rights and Responsibilities |

# PARENTAL RIGHTS AND RESPONSIBILITIES

The **[BLANK]** School Board recognizes that parents have a fundamental right to make decisions concerning the upbringing, education and care of their children and that parents have responsibilities in supporting their child's education. The **[BLANK]** School Board is committed to partnering with parents to promote student success and respecting parental rights in accordance with applicable state and federal laws.

## Parental Rights

All staff members will respect the ~~parental rights of both parents~~rights of all parents and legal guardians. The School Board recognizes the following rights of both custodial and noncustodial parents u~~U~~nless ~~there is~~ a law, legally binding document, or court order ~~to the contrary~~provides otherwise~~, both parents have the right to~~:

- I~~i~~nspect and review their child's ~~school~~ education records, in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Virginia law;~~**P**olicy **JO** Student Records;~~
- Inspect instructional materials used as part of their child's curriculum;
- V~~v~~isit the school in accordance with School Board policies governing visitors and school safety to include **[INSERT DIVISION POLICY ON SCHOOL VISITORS (VSBA SAMPLE POLICY KK)** ~~Policies KK School Visitors~~ and ~~**KN** [~~**INSERT DIVISION POLICY ON** **SEX OFFENDER** ~~and Crimes against Minors~~ **REGISTRY INFORMATION (VSBA SAMPLE POLICY KN)];~~
- R~~r~~eceive all notifications required by law to include, but not limited to their child's academic progress, promotion and retention, attendance, behavior, and progress towards graduation;~~.~~
- Participate in conferences, Individualized Education Program (IEP) meetings, 504 plan meetings, and other processes affecting their child's education as required by law;
- Receive notification in accordance with Virginia Code § 22.1-272.1 if a School Board employee has reason to believe, as a result of direct communication with their child, that their child is in imminent risk of suicide;
- Receive notification in accordance with Virginia Code § 22.1-272.1:1 if there is a confirmed school-connected student overdose or if the school principal has knowledge of a suspected school- connected student overdose;
- Exercise legally required opt-out rights and receive advance notice and inspect materials for certain curricula;

- Inspect surveys or questionnaires administered to their child and exercise applicable opt-out rights

**Parent Responsibilities**

The custodial parent has the responsibility to:

- Provide accurate and up-to-date contact, medical, and emergency contact information and information on how the parent may be contacted at all times;
- Provide the current address and phone number of the noncustodial parent at registration unless such address is unknown and the custodial parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent;
- Provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent; **and**
- Ensure their child attends school in compliance with compulsory attendance laws.

The noncustodial parent has the responsibility to:

- Keep the school informed of changes in the parent's phone number and address. At the request of a noncustodial parent, they may be included as an emergency contact for the student's activities unless a court order provides otherwise.

Adopted:

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Legal Refs.: 20 U.S.C. §1232g-1232h.

34 C.F.R. § 99.4.

Code of Virginia, 1950, as amended, §§ 1-240.1, 20-124.6, 22.1-4.3, 22.1-78, 22.1-207.1, 22.1-254, 22.1-272.1, 22.1-272.1:1, 22.1-287.

Cross Refs.: IAA Notification of Learning Objectives
IGBA Programs for Students with Disabilities
IGAH Family Life Education (optional)

| | |
|---|---|
| IIA | Instructional Materials |
| JOB | Administration of Surveys and Questionnaires |
| JED | Student Absences/Excuses/Dismissals |
| JHH | Suicide Prevention |
| JO | Student Records |
| KGD | Notification of School-Connected Student Overdose |
| KK | School Visitors |
| KN | Sex Offender and Crimes Against Minors Registry Notification |

# PARENTAL RIGHTS AND RESPONSIBILITIES

The Tazewell County School Board recognizes that parents have a fundamental right to make decisions concerning the upbringing, education and care of their children and that parents have responsibilities in supporting their child's education. The Tazewell County School Board is committed to partnering with parents to promote student success and respecting parental rights in accordance with applicable state and federal laws.

## Parental Rights

All staff members will respect the rights of all parents and legal guardians. The School Board recognizes the following rights of both custodial and noncustodial parents unless a law, legally binding document, or court order provides otherwise:

- Inspect and review their child's education records, in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Virginia law;
- Inspect instructional materials used as part of their child's curriculum;
- Visit the school in accordance with School Board Policies governing visitors and school safety to include Policy KK, School Visitors, and Policy KN, Sex Offender and Crimes Against Minors Registry;
- Receive all notifications required by law to include, but not limited to their child's academic progress, promotion and retention, attendance, behavior, and progress towards graduation;
- Participate in conferences, Individualized Education Program (IEP) meetings, 504 plan meetings, and other processes affecting their child's education as required by law;
- Receive notification in accordance with Virginia Code § 22.1-272.1 if a School Board employee has reason to believe, as a result of direct communication with their child, that their child is in imminent risk of suicide;
- Receive notification in accordance with Virginia Code § 22.1-272.1:1 if there is a confirmed school-connected student overdose or if the school principal has knowledge of a suspected school- connected student overdose;
- Exercise legally required opt-out rights and receive advance notice and inspect materials for certain curricula;
- Inspect surveys or questionnaires administered to their child and exercise applicable opt-out rights

**Parent Responsibilities**

The custodial parent has the responsibility to:

- Provide accurate and up-to-date contact, medical, and emergency contact information and information on how the parent may be contacted at all times;
- Provide the current address and phone number of the noncustodial parent at registration unless such address is unknown and the custodial parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent;
- Provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent; **and**
- Ensure their child attends school in compliance with compulsory attendance laws.

The noncustodial parent has the responsibility to:

- Keep the school informed of changes in the parent's phone number and address. At the request of a noncustodial parent, they may be included as an emergency contact for the student's activities unless a court order provides otherwise.

Adopted: May 11, 2026

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Legal Refs.: 20 U.S.C. §1232g-1232h.

34 C.F.R. § 99.4.

Code of Virginia, 1950, as amended, §§ 1-240.1, 20-124.6, 22.1-4.3, 22.1-78, 22.1-207.1, 22.1-254, 22.1-272.1, 22.1-272.1:1, 22.1-287.

Cross Refs.:

| | |
|---|---|
| IAA | Notification of Learning Objectives |
| IGBA | Programs for Students with Disabilities |
| IGAH | Family Life Education (optional) |
| IIA | Instructional Materials |
| JOB | Administration of Surveys and Questionnaires |
| JED | Student Absences/Excuses/Dismissals |
| JHH | Suicide Prevention |
| JO | Student Records |
| KGD | Notification of School-Connected Student Overdose |
| KK | School Visitors |
| KN | Sex Offender and Crimes Against Minors Registry Notification |

# RELATIONS WITH PRIVATE SCHOOLS

The **[BLANK]** School Board and superintendent ~~shall~~ work cooperatively with private schools that serve the community and students in matters of common interest, unless expressly prohibited by state statutes or local school board policy. The superintendent is authorized to consult with officials of these schools to determine areas of mutual concern and interest and to make recommendations to the Board.

Adopted:

_____

_____

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78; 22.1-176.1.

# RELATIONS WITH PRIVATE SCHOOLS

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Adopted: May 11, 2026

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78; 22.1-176.1.

# ADVANCED OR ACCELERATED MATHEMATICS

## Annual Notification

The parents of each student in grades five through eight is notified annually of the following:

- Criteria and process for enrollment in advanced or accelerated mathematics, including automatic enrollment and parental opt-out, as set forth in this policy;
- The importance of middle school mathematics coursework;
- The impact of middle school mathematics coursework on the high school mathematics coursework sequence; and
- The mathematics courses available within the Tazewell County school division.

## Automatic Enrollment and Option for Parental Opt-Out

Students in grades five through eight who earn a grade-level upper quartile scale score on the end-of-year Standards of Learning mathematics assessments will be automatically enrolled in an available advanced or accelerated mathematics course in the next school year. Parents of such a student may opt-out their student from such automatic enrollment.

## Eligibility for Enrollment

Besides the automatic enrollment option referenced above, students may be eligible for enrollment in an available advanced or accelerated mathematics course upon teacher recommendation, parental recommendation, student preference, or student aptitude as demonstrated through other means of evaluation than the Standards of Learning mathematics assessment, such as grades, other standardized resting, portfolios, or observation.

Adopted: May 11, 2026

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_____

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-207.9, 22.1-253.13:1, 22.1-253.13:3.

Cross Ref.: IA Instructional Goals and Objectives
IKF The Virginia Assessment Program and Graduation Requirements

**IGBJ-F**

**Tazewell County Public Schools**
**Parent Notification and Opt-Out Form**
**Advanced or Accelerated Mathematics Placement**

**Dear Parent/Guardian,**

This letter is to inform you that, in accordance with Tazewell County Public Schools Policy IGBJ, students in grades five through eight who achieve an upper quartile scale score on the end-of-year Virginia Standards of Learning (SOL) mathematics assessment will be **automatically enrolled** in an available advanced or accelerated mathematics course for the following school year.

This placement is part of our ongoing commitment to ensure that students demonstrating advanced performance are provided with appropriate academic opportunities. However, parents and guardians maintain the right to opt out of this placement if they believe it is not in the best interest of their child.

If you **choose to decline** this automatic enrollment in advanced or accelerated mathematics for the upcoming school year, please complete the opt-out section below and return it to your child's school by the deadline stated below.

If you have any questions about mathematics placement or would like more information, please contact your school's main office or counseling department.

Sincerely,
**Tazewell County Public Schools**

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## OPT-OUT FORM

**Automatic Enrollment in Advanced/Accelerated Mathematics**

☐ I choose to **opt out** of the automatic enrollment in an advanced or accelerated mathematics course for my child for the upcoming school year. I understand that by opting out, my child will be placed in the standard mathematics course appropriate for their grade level.

**Parent/Guardian Signature:** _____
**Date:** _____

**Return this form to your child's school by:** _____

**Virginia Department of Education**
**Office of Career and Technical Education**

# 2026-2027 LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS

**A copy of this signed form must be forwarded to the Office of Career and Technical Education by April 30, 2026, by fax to 804-530-4560 or emailed to** CTE@doe.virginia.gov

**Division and Contact Information - to be Completed by School Division**

| Division Applicant Name (Legal Name of Agency) | Division Number | CTE Administrator |
|---|---|---|
| TAZEWELL COUNTY PUBLIC SCHOOLS | 092 | Lee Salyers |

| Mailing Address (Street, City or Town, and Zip Code) | Mailing Address (If different than applicant address) |
|---|---|
| 506 Jeffersonville Street, Tazewell, VA 24651 | |

| Phone (ext.): (Numbers Only) | Ext. | Fax: (Numbers Only) | Phone (ext.): (Numbers Only) | Ext. | Fax: (Numbers Only) |
|---|---|---|---|---|---|
| (276) 988-5511 | 1700 | | | | |

E-mail: lsalyers@tcpsva.org

**Certification**

**The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. The affixed signatures below certify this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:**

**Requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Please note this includes:**

- **Perkins V Technical Skills Assessment Certification**
- **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions (Conditions - Item 10)**
- **Certification of Non-Construction and Construction Programs (Conditions - Item 11)**
- **Disclosure of Lobbying Activities (Conditions - Item 12)**
- **Coordination of Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan***
- **Performance Assessment Results (Performance Assessment Tab)**
- **Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab) and**
- **Evaluation of Career and Technical Education Programs CTEMS Schedule 9 (CTEMS Schedule Tab)**

| | |
|---|---|
| CTE Local Advisory Chairperson (Signature) | Date |
| Local Community College Perkins Administrator (Signature)* | Date |
| Local CTE Administrator (Signature) | Date |
| School Board Chairperson (Signature) | Date |
| Division Superintendent (Signature) | Date |

## Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Assurances (continued on next page)

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))

Size:

a. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)

Scope:

b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)

c. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

d. Career and technical education programs incorporated into the K through 12 curricula that include:·
   * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
   * Career exploration opportunities in the middle school grades; and
   * Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:4.D.5)

e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy… . (Standards of Quality § 22.1-253.13:4.D.2.) Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-132-51).

f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
   i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications, or state licensure examinations; and

## Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Assurances (continued from previous page)

ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)

2. Programs, services, and activities included under this agreement will be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. Funds made available under this Perkins Act (Perkins V) may be used to provide additional funds under an applicable program, including the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act. (Sec. 221(a)(b))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins V, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(d))
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(4))
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. (Sec. 211(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 214 (1) and (2))
9. No funds received under this Perkins Act will be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this ACT may be used by such students. (Sec. 215)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 222)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 217)
12. None of the funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Sec. 122(d)(13))
13. Programs funded under the Perkins Act will be coordinated with the local workforce development boards and other local workforce agencies. (Sec. 134(b)(3))
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment. (8VAC 20-120-120)

## Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Assurances (continued from previous page)

15. The local school division shall:
    a. identify the number of special population students enrolled in career and technical education programs;
    b. assess the career and technical needs of the students identified as special populations; and
    c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
    (Sec 134(2)(E))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(d))
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) . (Sec. 113)
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. (Sec. 134(b)(5) and (216)) (8VAC 20-120-100) (See 34 CFR Sections 100.3, 106.9, 104.8, 110.25, and 108.9)
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines. (8VAC 20-120-70)
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation. (Sec. 134(b)(5)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct an annual comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The VDOE requires school divisions to submit their Federal Program Monitoring Self-Assessment to the VDOE on a six-year cyclical schedule. If applicable, school divisions must submit the Federal Program Monitoring Review System Self-Assessment instrument in conjunction with the CTE Local Plan by April 30, 2025.
25. The Comprehensive Local Needs Assessment is not required again until submission with the 2026-2027 Application (April 2026), and will subsequently be due every two years, but school divisions may always revise at any time. (Sec 134(b)(c)).

## Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased. (8VAC 20-120-80)
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased, or who planned to dispose of or trade in such equipment, must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (four-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and, the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## Perkins V Technical Skills Assessment Certification
## (To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education (CTE) programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.

2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.

   a) Competencies are specified to students prior to instruction.
   b) Competencies include "all aspects of the industry" and "workplace readiness skills."
   c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

   *Student Competency Records should be used accordingly:
   a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
   b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance attainment level of students on each essential competency.
   c) Grading rubrics should be used where appropriate in skill performance applications.
   d) Student competency records should be retained in the school division for five years after graduation.

School Divisio TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

## PERFORMANCE ASSESSMENT for 2024-2025
## (Annual Submission Required)

The school division's local plan should reflect activities/projects that address Perkins Performance Standards that have not improved or that do not meet the Virginia Agreed Upon Perkins Performance Levels. This information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program Monitoring visits.

If a performance standard is not met, the school division must explain why and the actions taken to improve performance on the following page. Once a school division has met the state performance standards, they must maintain or show continuous improvement each year.

Directions: Provide the school division's actual performance levels for 2024-2025 for all completers and special populations.

| Perkins V Secondary Performance Standards | | Virginia Agreed Upon Target | 2024 - 2025 Actual Performance from APR | |
|---|---|---|---|---|
| | | | All Completers | Special Populations |
| 1S1 | Four-Year Graduation Rate | 95.00% | 100.00% | |
| 1S2 | Extended Graduation Rate* | N/A* | | |
| 2S1 | Academic Proficiency in Reading Language Arts | 97.41% | 97.79% | 96.84% |
| 2S2 | Academic Proficiency in Mathematics | 94.04% | 99.26% | 98.95% |
| 2S3 | Academic Proficiency in Science | 87.52% | 94.49% | 92.63% |
| 3S1 | Post-Program Placement | 96.23% | 93.28% | |
| 4S1 | Nontraditional Program Concentration | 34.32% | 34.00% | |
| 5S1 | Program Quality - Attained Recognized Postsecondary Credential | 88.72% | 100.00% | 100.00% |
| 5S2 | Program Quality - Attained Postsecondary Credits* | N/A* | | |
| 5S3 | Program Quality - Participated in Work-Based Learning | 36.91% | 35.66% | 37.37% |
| 5S4 | Program Quality - Technical Skills Attainment | 96.49% | 99.26% | 98.95% |

*The performance indicator will not be used.

## PERFORMANCE ASSESSMENT
## (Continued from previous page)

Refer to your school division's Annual Performance Reports for detailed information.

| 1. How many performance standard(s)/element(s) were **not met for the first time**? | 1 |
|---|---|

Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.

| 3S1-Post-Program Placement | 3S1-Post-Program Placement | 3S1-Post-Program Placement |
|---|---|---|
| | | |
| | | |

TCPS had a pass percentage rate of 93.28% in Post-Program Placement. The required performance standard rate is 96.23%. Even though TCPS did not meet the target pass rate in 2024-25, we did increase our pass rate in 3S1 from 2023-24 (94.93%) to 2024-25 (96.23%), showing a 1.3% growth from the previous Annual Performance Rate.

| 1. How many performance standard(s)/element(s) were **not met for two consecutive years**? | 0 |
|---|---|

Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.

| | | |
|---|---|---|
| | | |
| | | |

| 1. How many performance standard(s)/element(s) were **not met for three consecutive years**? | 0 |
|---|---|

Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.

| | | |
|---|---|---|
| | | |
| | | |

## 2025-2026 PERFORMANCE ASSESSMENT TARGETS

School divisions are required to meet or exceed the Virginia Agreed Upon Performance Levels. For your information, the following chart provides the list of Perkins Core Indicators of Performance, the 2025-2026 state (negotiated) agreed upon levels of performance, and the data collection sources.

| Perkins Core Indicator of Performance | | Virginia Agreed Upon Performance Levels for 2025 - 2026 | Data Collection Source |
|---|---|---|---|
| 1S1 | Four-Year Graduation Rate | 98.50% | Student Record Collection<br>Completer Demographics Report |
| 1S2 | Extended Graduation Rate* | N/A* | N/A* |
| 2S1 | Academic Proficiency in Reading Language Arts | 95.71% | EOC Standard of Learning Test Scores |
| 2S2 | Academic Proficiency in Mathematics | 94.51% | EOC Standard of Learning Test Scores |
| 2S3 | Academic Proficiency in Science | 90.30% | EOC Standard of Learning Test Scores |
| 3S1 | Post-Program Placement | 96.23% | Completer Demographics Report<br>CTE Follow-up Survey |
| 4S1 | Nontraditional Program Concentration | 31.85% | Completer Demographics Report<br>Student Record Collection<br>SEDF Report<br>Master Schedule Collection |
| 5S1 | Program Quality - Attained Recognized Postsecondary Credential | 89.43% | CTE Credential Collection |
| 5S2 | Program Quality - Attained Postsecondary Credits* | N/A* | N/A* |
| 5S3 | Program Quality - Participated in Work-Based Learning | 33.91% | Student Record Collection<br>SEDF Report<br>Master Schedule Collection |
| 5S4 | Program Quality - Technical Skills Attainment | 94.17% | Student Record Collection<br>Master Schedule Collection |

*The performance indicator will not be used.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a new baseline and new targets were established for academic attainment in reading, mathematics, and science. Previously the academic attainment targets for CTE Programs had been based on the targets contained in Virginia's Consolidated State Plan required under the Elementary and Secondary Education Act. However, because the average performance of CTE students now surpasses the targets contained in the most recent version of the Consolidated State Plan (approved by the U.S. Department of Education in May 2018), a new methodology was required. The current targets are based on analyses of the longitudinal performance of Virginia CTE students and consideration of the Measures of Interim Progress contained in Virginia's approved Consolidated State Plan as required under the Every Student Succeeds Act (ESSA).

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

# CTEMS SCHEDULE 1
## Stakeholder Participation/Involvement
## 2026-2027 Plan

**Section 134(b)**: The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.
**Section 134(d) and Section 122(c)(1)(A)**: Describe how parents; students; academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; representatives of the Workforce Investment Council; representatives of business (including small business) and industry; labor organizations; representatives of special populations; representatives of agencies serving out-of-school, homeless, and/or at-risk youth; and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

| | supplied information | provided substantive comments/input | reviewed and critiqued the plan or sections of the plan |
|---|---|---|---|
| Representatives of business/industry | X | X | X |
| Representatives of business/industry | X | X | X |
| Representatives of business/industry | X | X | X |
| Representatives of labor organization | X | X | X |
| Representatives of agencies serving out-of-school, homeless, and/or at-risk youth | X | X | X |
| Representatives of Workforce Investment Council | X | X | X |
| Community representatives and other interested individuals | X | X | X |
| Representatives of special populations | X | X | X |
| Representatives of local community colleges | X | | X |
| Teachers | X | X | X |
| Parents | X | X | X |
| Students | X | X | X |

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2025-2026 school year.

Each member is actively involved in our career and technical program development, implementation, and evaluation through site visits, regularly planned meetings, advisory meetings, and/or public presentations of the overall CTE program. Annual updates are provided to the advisory board, school board, and community stakeholders/organizations. In addition, members of these groups and our ongoing needs assessments offer feedback and help guide the implementation of our programs and services in career and technical education.

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

# CTEMS SCHEDULE 2
## Advisory Committee Participation/Involvement
## 2026-2027 Plan

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs and local needs assessment. The advisory committee, which meets regularly, is a group of persons representing business and industry; labor organization; Workforce Investment Council; agencies serving out-of-school, homeless, and/or at-risk youth; special populations; local community colleges; teachers; parents; students; and other interested community leaders for the purpose of providing recommendations, direction, and assistance to CTE. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include the CTE administrator.

This schedule must provide a list of the names of the stakeholders indicated on Schedule 1 that contribute to the development of the local Perkins plan.

List below only one individual from each category (with the exception of business and industry, which must list three-one for each of three different CTE programs) on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of CTE programs and local needs assessment. Additional members may be listed on the Comments Page of this application following Schedule 18.

| | | | | |
|---|---|---|---|---|
| **Group ID Letter:** | **P** | **: Parents** | **B&I** | **: Business and Industry (3 minimum)** |
| | **S** | **: Students** | **CC** | **: Local Community College** |
| | **T** | **: Teachers** | **SP** | **: Special Populations** |
| | **L** | **: Labor Organization** | **O** | **: Community Representative/Other Interested Individuals** |
| | **W** | **: Workforce Investment Council** | **A** | **: Out-of-School, Homeless, and/or At-Risk Youth** |

| NAME/TITLE OR POSITION | NAME OF COMPANY/BUSINESS/ORGANIZATION | GROUP ID LETTER |
|---|---|---|
| Lillian Wimmer | **Student** | S |
| Reese Corell | **Parent** | P |
| Rachel Patton | **Southwest VA Workforce Development** | W |
| Eric Robinson | **School Board Chair** | O |
| Patrick Burton | **Southwest VA Community College** | CC |
| Melinda Smith | **TCPS Director of Special Education** | SP |
| Melanie Lashinsky | **TCPS Director of Elem. Ed., Homeless Liason** | A |
| Tyler Brooks | **TCCTC JVG Specialist** | L |
| Marvin Woodie | **Con-Weld** | B&I |
| Ben Ramsey | **Ramsey Industrial** | B&I |
| Kim Hernandez | **Hitachi Energy** | B&I |
| Brandon Matney | **TCPS Agriculture Teacher** | T |

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2026-2027 school year.

Each member of the advisory committee plays an important role by providing recommendations and feedback for the career and technical education programs of TCPS to improve CTE instruction and identify necessary equipment and the means to recruit, train, and transition students successfully for post-graduation. Meetings allow for collaboration and relationship building to provide work-based learning opportunities for our students. Committee members are involved regularly to coordinate, plan, and assist with the implementation of programs as applicable, including but not limited to participation in advisory meetings, the Comprehensive Local Needs Assessment, and college and career fairs. School and program progress updates are provided in the fall and spring advisory meetings and monthly school board meetings.

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

## CTEMS SCHEDULE 3
### Application for Local Career Cluster/Subcluster Plans of Study
### 2026-2027 Plan

## INSTRUCTIONS/PROCEDURES

Assistance for completing the CTE Career Cluster/Sub-cluster Plans of Study may be found on the CTE Resource Center Career Cluster webpage.

Effective school year 2013-2014 and beyond, beginning in middle school, all students shall have an Academic and Career Plan that is reviewed before a student enters the ninth and eleventh grades (8VAC 20-131-140).

Assistance for completing Academic and Career Plans may be found on the Academic and Career Plan webpage.

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(2)(B). However, to ensure your school division's previous Plans of Study (submitted over the past 10 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please email a Microsoft Word file of your completed 2026-2027 Plan of Study to CTE@doe.virginia.gov for separate approval.

## LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

| CLUSTER | SUB-CLUSTER | YEAR SUBMITTED | LOCAL OR STATE TEMPLATE (Please indicate which is being used) |
|---|---|---|---|
| Education & Training | Professional Support Services-Education and | 2014-2015 | Local |
| Manufacturing | Production-Manufacturing | 2015-2016 | Local |
| Business Management & Administration | Human Resources Management-Business | 2016-2017 | Local |
| Agriculture, Food, & Natural Resources | Agribusiness Systems-Agriculture, Food and | 2017-2018 | Local |
| Information Technology | Programming and Software Development- | 2018-2019 | Local |
| Law, Public Safety, Corrections, & | Law Enforcement Services-Law, Public Safety, | 2019-2020 | Local |
| Science, Technology, Engineering, & | Engineering and Technology-Science, Technology, | 2020-2021 | State |
| Health Science | Therapeutic Services-Health Science | 2021-2022 | State |
| Hospitality & Tourism | Restaurants and Food/Beverage Services-Hospitality | 2022-2023 | State |
| Business Management & Administration | General Management-Business Management and | 2023-2024 | State |
| Education & Training | Teaching/Training-Education and Training | 2024-2025 | State |
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**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

**Application for Local Career Cluster/Sub-cluster Plans of Study**
**2026-2027 Plan**

**Please email a Microsoft Word file of your completed 2026-2027 Career Cluster/Sub-cluster Plan of Study template by April 30, 2026 to CTE@doe.virginia.gov for separate approval.**

## PLANS OF STUDY SUBMITTED FOR 2026-2027 LOCAL PLAN

| CLUSTER for 2026-2027 Year | SUB-CLUSTER | LOCAL OR STATE TEMPLATE (Please indicate which is being used) |
|---|---|---|
| Health Science | Support Services-Health Science | State |
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1. Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
   i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
   ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.*
3. Ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.*
4. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits/elements.
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/occupational competency skill assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

* Required

## CTEMS SCHEDULE 3 (Continued)
### Application for Local Career Cluster/Sub-cluster Plans of Study
### 2026-2027

**Section 134(b)(2)(B):** Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page.

TCPS will implement programs and study plans through several methods. All plans of study are embedded in the Academic and Career Plan(s). All 7th-grade students in TCPS create a career plan through MajorClarity. These plans will be reviewed and revised once those students transition to 9th grade. Students will review and update their career plans again in the 10th grade, noting any changes in their academic and career pursuits. Secondary school programs of study are made available to all students, and the Career Clusters and Programs of Study are clearly defined, detailed, and updated regularly via class meetings with school counselors. In addition, multiple opportunities are provided for elementary and middle school students and parents to become familiar with CTE options available through TCPS via school visits, extracurricular opportunities, adult evening classes, and printed communication.

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 4
## Special Populations Report
## 2026-2027 Plan

**A. Identify the total unduplicated CTE enrollment as well as the number of CTE students eligible for services provided by your school division for economically disadvantaged, disabled, homeless, English learners, foster care, students with parent(s) in active military, single parent, nontraditional (underrepresented gender groups), and out-of-workforce individuals. *While the minimum is grade 5, please use the earliest grade level in which CTE courses are offered at your school division.**

| Total Unduplicated CTE Enrollment (Grades 5-12) | Number of Economically Disadvantaged (CTE Students in Grades 5-12) | Number of Students with Disabilities (CTE Students in Grades 5-12) | Number of Homeless Students (CTE Students in Grades 5-12) | Number of English Learners (CTE Students in Grades 5-12) | Number of Students in Foster Care (CTE Students in Grades 5-12) | Number of Students with Parent(s) in Active Duty (CTE Students in Grades 5-12) | Number of Single Parents (CTE Students in Grades 5-12) | Number of Nontraditional (under-represented gender groups) | Number of Out-of-Workforce Individuals (CTE Students in Grades 5-12) |
|---|---|---|---|---|---|---|---|---|---|
| 1,815 | 1,061 | 365 | 1 | 1 | 11 | 7 | 2 | 17 | 0 |

**B. Section 134(b)(5)** Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations.

All stakeholders review CTE programs to adopt strategies to overcome barriers to special populations. Faculty recommendations and career coaching/counseling services emphasize monitoring student progress, meeting student financial, emotional, and instructional needs, and providing access to all programs. All stakeholders work closely to review student progress on competency lists, increasing proficiency with modern equipment and technology, including the use of online instructional platforms, and modifying the curriculum to assist with the utilization of equipment and test-taking requirements. In addition, our Jobs for Virginia Graduates (JVG) specialist specifically targets identified at-risk students, including special populations, to aid in overcoming barriers. Members of our advisory committee(s) most closely related to at-risk populations participate in our Local Needs Assessment to review data and make recommendations as needed.

## CTEMS SCHEDULE 4 (continued)
### Special Populations Report
### 2026-2027 Plan

**C. Section 134(b)(5)** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

All TCPS teachers, including CTE instructors, are trained in differentiation and individualized instructional techniques. We work vigorously to communicate with school counselors, special education personnel, and teachers to improve all students' access to and success in CTE courses and to provide additional modifications and accommodations as needed to meet each student's individual needs. This may include teacher aides, interpreters, counseling services, and assistive technologies for special populations when necessary. Special attention will be given to barriers that prevent special populations' success. Issues such as equipment, transportation, and accommodations will be addressed.

**D. Section 134(b)(5)(D)** Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

TCPS' Department of Career and Technical Education offers a variety of programs to all students at the middle and high school levels. Tazewell County Public Schools does not unlawfully discriminate on the basis of race, color, national origin, religion, disability, gender, or age in employment or in its educational programs/activities. This notice is also disseminated in any language as needed. Please notify TCPS if another language is required. The Director of Human Resources and the Deputy Superintendent have been designated to handle inquiries regarding non-discrimination policies and compliance under Title IX. The Director of Special Services has been selected to coordinate compliance under Section 504. These persons may be reached at the Tazewell County School Board, 506 Jeffersonville Street, Tazewell, Virginia, 24651-0927, or by telephone at (276) 988-5511.

## CTEMS SCHEDULE 4 (continued)
### Special Populations Report
### 2026-2027 Plan

**E. Section 134(b)(5)(A-B)** Indicate below the activities and other resources/services your school division provides to prepare special populations, including single parents and out-of-work individuals, for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, including promoting preparation for nontraditional fields.

| SERVICES PROVIDED | ECONOMICALLY DISADVANTAGED | STUDENTS WITH DISABILITIES | HOMELESS | ENGLISH LEARNERS | FOSTER CARE | PARENT(S) IN ACTIVE DUTY | SINGLE PARENTS | NONTRADITIONAL | OUT-OF-WORK INDIVIDUALS |
|---|---|---|---|---|---|---|---|---|---|
| Supplemental basic academic instruction | X | X | X | X | X | X | X | X | X |
| Supplemental social growth activities | X | X | X | X | X | X | X | X | X |
| High-interest reading materials for struggling readers | X | X | X | X | X | X | X | X | X |
| Instructional or teacher aides | X | X | X | X | X | X | X | X | X |
| Mentoring programs | X | X | X | X | X | X | X | X | X |
| Systematic tutoring | X | X | X | X | X | X | X | X | X |
| Career and technical assessment | X | X | X | X | X | X | X | X | X |
| Career counseling | X | X | X | X | X | X | X | X | X |
| Transportation for work experience | X | X | X | X | X | X | X | X | X |
| Work-study programs | | | | | | | | | |
| High-Quality Work-Based Lerarning | X | X | X | X | X | X | X | X | X |
| Job placement and follow-up | X | X | X | X | X | X | X | X | X |
| Job-coach and job-transition services | X | X | X | X | X | X | X | X | X |
| Work-site visitation | X | X | X | X | X | X | X | X | X |
| Career Technical Student Organizations (CTSOs) | X | X | X | X | X | X | X | X | X |
| Field trips | X | X | X | X | X | X | X | X | X |
| Child care | | | | | | | | | |
| Special transportation | | | | | | | | | |
| Special seminars for fathers, teens, etc. | | | | | | | | | |
| Other: (specify) Coord. Community agencies: DARS, CIS, JVG, WIOA | X | X | X | X | X | X | X | X | X |
| Please indicate if non-federal funds, in whole or in part, are used to support any of the above services. | X | X | X | X | X | X | X | X | X |

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 5
## Strengthen/Improve Academic and Technical Skills
## 2026-2027 Plan

**Section 135(b)** Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

**Directions**

**For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if "Using academic/career and technical team teaching" is designed to improve the academic and technical skills of students in Agriculture, place an X in the field marked "Using academic/career and technical team teaching" under Agriculture.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING EDUCATION | TRADE & INDUSTRIAL EDUCATION |
| a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects | X | X | | X | X | X | X | X |
| b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects | X | X | | X | X | X | X | X |
| c. Developing and implementing academic and career and technical collaborative lesson plans | X | X | | X | X | X | X | X |
| d. Implementing academic/career and technical team teaching | | | | | | | | |
| e. Providing dual credit options (Note: Also list on Schedule 12) | | X | | | X | | | |
| f. Providing joint academic/career and technical instructional assignments | X | X | | X | X | X | X | X |
| g. Planning for and participating in joint academic/career and technical field trips to business/industry | X | X | | X | X | X | X | X |
| h. Providing a senior research project with academic and career and technical education components | | | | | | | | |
| i. Other (specify) | | | | | | | | |

## CTEMS SCHEDULE 5 (Continued)
### Strengthen/Improve Academic and Technical Skills
### 2026-2027 Plan

**Section 134(b)(4)** Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

TCPS seeks to improve students' academic and technical skills in CTE programs through rigorous and challenging academic standards and relevant CTE programs. Students will complete the competencies associated with their academic/educational and CTE classes. To help ensure learning in the core academic subjects, the following will be offered: tutorials, before/after-school remediation, in-school remediation, and summer school for credit recovery. Also, Tazewell County Career & Technical Center will offer English 10 and 12 as well as Economics and Personal Finance. School administrators, teachers, and counselors continually monitor CTE student progress and provide opportunities for student achievement. Students will acquire credits to obtain a high school diploma and the option of state licensure and /or industry certification.

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 6
## CTE High-Quality Work-Based Learning Opportunities
## 2026-2027 Plan

**Section 134(b)(6):** Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, CTE high-quality work-based learning opportunities.

**Directions**

**For each of your Perkins supported programs, place an X in the field for every activity for school year 2026-2027 that are intended to provide students with CTE high-quality work-based learning opportunities.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING EDUCATION | TRADE & INDUSTRIAL EDUCATION |
| **a. CTE curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry** | X | X | | X | X | X | X | X |
| **b. High-quality Work-based Learning Experiences** | | | | | | | | |
| **Clinical Experiences** | | | | | X | | | |
| **Entrepreneurship** | | X | | | | | | |
| **Internship** | X | X | | X | X | X | X | X |
| **Registered Apprenticeship** | | | | | | | | |
| **School-based Enterprise** | X | X | | X | | X | X | X |
| **Select Supervised Agriculture Experiences** | X | | | | | | | |
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| | | | | | | | | |
| **c. Participation of Business/Industry Reps** | | | | | | | | |
| **Business/industry tours** | X | X | | X | X | X | X | X |
| **Class presentations** | X | X | | X | X | X | X | X |
| **Program evaluations** | X | X | | X | X | X | X | X |

**CTEMS SCHEDULE 6 (Continued)**
**CTE High-Quality Work-Based Learning Opportunities**
**2026-2027 Plan**

**Section 134(b)(6):** Describe the CTE high-quality work-based learning opportunities that the school division will provide to students participating in career and technical education programs and how the school division will work with representatives from employers to develop or expand high-quality work-based learning opportunities for career and technical education students, as applicable.

TCPS works with Emerging Workforce @ EO to offer available work-based learning opportunities to our students. Committee advisory meetings and job fairs have also been used to develop relationships with area businesses to provide our students with additional opportunities locally. We have implemented internships, clinical rotations, and cooperative education opportunities for students at all high schools and/or the career center. Our JVG specialist works with career and technical center students to develop HQWBL experiences/opportunities like job shadowing and internships with community business partners. We continue to plan/expand school-based enterprises at each high school and our career center.

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

# CTEMS SCHEDULE 7
## Technology in Career and Technical Education
## 2026-2027 Plan

Please follow the directions below to show how the school division will develop, improve, or expand the use of technology in career and technical education.

**Directions**

**For each of your Perkins supported programs, place an X in the field for any activity for school year 2026-2027 that are intended to develop, improve, or expand the use of technology.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING | TRADE & INDUSTRIAL EDUCATION |
| a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning. | X | X | | X | X | X | X | X |
| b. Provide students with the academic and career and technical skills that lead to entry into high-demand ocupations as identified by VOEE. | X | X | | X | X | X | X | X |
| c. Work with business and industry to offer high-quality work-based Learning experience(s). | X | X | | X | X | X | X | X |
| d. Provide technology applications in classroom instruction (including computer applications). | X | X | | X | X | X | X | X |
| e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards as referenced in 8VAC20-25-30. | X | X | | X | X | X | X | X |
| f. Other (specify) | | | | | | | | |

## CTEMS SCHEDULE 7 (Continued)
### Technology in Career and Technical Education
### 2026-2027 Plan

| Describe how the school division will develop, improve, or expand the use of technology in career and technical education. |
|---|
| TCPS employs a strong and dedicated technology staff who work within the schools to meet division/individual teacher needs. All teachers have access to ITRT personnel, and financial resources are provided to support technologically driven instruction. TCPS consistently seeks to obtain up-to-date, high-tech equipment that meets the demands of the current workforce and prepares for society's ever-evolving technological demands. Historically, access to technology has been a strong component of the TCPS local plan. All PK-12 students are issued Chromebooks for both in-person/virtual learning and to support classroom instruction. TCPS provides in-house staff development opportunities through our Professional Learning Catalog, which allows employees to choose professional development based on their own needs and interests. |

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 8
## Professional Development
## 2026-2027 Plan

**Section 134(c)(2)(D)** Please follow the directions below to show how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**Directions**
**For each of your Perkins supported programs, place an X in the field for any activity for school year 2026-2027 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any CTE program.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING EDUCATION | TRADE & INDUSTRIAL EDUCATION |
| **a. In-service and pre-service professional development:** | | | | | | | | |
| **(1)Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.** | X | X | | X | X | X | X | X |
| **(2)Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.** | X | X | | X | X | X | X | X |
| **(3)Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers** | X | X | | X | X | X | X | X |
| **(4)State-of-the-art career and technical programs and techniques** | X | X | | X | X | X | X | X |
| **(5)Effective teaching skills based on research** | X | X | | X | X | X | X | X |
| **(6)Effective practices to improve parental and community involvement** | X | X | | X | X | X | X | X |
| **(7)Opportunities for National Board Certification to provide teachers access to Virginia incentives** | X | X | | X | X | X | X | X |
| **b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry** | X | X | | X | X | X | X | X |
| **c. Regional, state, and college teacher placement job fairs** | X | X | | X | X | X | X | X |
| **d. Other (specify)** | | | | | | | | |

## CTEMS SCHEDULE 8 (Continued)
### Professional Development
### 2026-2027 Plan

**Section 134(c)(2)(D)** Describe how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**If completed in Comprehensive Local Needs Assessment (CLNA), not necessary to be included in Schedule 8 -- Aligns with Section E in the CLNA.**

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

## CTEMS SCHEDULE 8 (Continued)
### Professional Development
### 2026-2027 Plan

**Directions**
**For each of your Perkins supported programs, indicate the number of teachers who will participate in the professional development activities.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Note: All professional development provided must meet requirements as identified in Perkins V.**<br><br>**Indicate the number of teachers/administrators participating within the fields for each program area(s).** | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING | TRADE & INDUSTRIAL EDUCATION |
| **a. State conferences, institutes, or workshops (including virtual training programs)** | 2 | 7 | 0 | 4 | 1 | 3 | 2 | 9 |
| **b. National conferences, institutes, or workshops** | 0 | 2 | 0 | 0 | 1 | 3 | 0 | 1 |
| **c. Local conferences, institutes, or workshops** | 2 | 5 | 0 | 4 | 1 | 2 | 0 | 5 |
| **d. Other (specify)** JVG Specialist will attend both State & National Conference | | | | | | | | |

**Section 134(b)(8) Describe how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.**

The TCPS Human Resource Department participates in regional job fairs for recruitment, interviews, and selection throughout the year. TCPS maintains a strong relationship with area colleges, which provides a potential pool of qualified applicants/employees. TCPS worked with Bluefield University to implement the "Grow Your Own Teacher" apprenticeship program to recruit current TCPS employees with associate degrees and wish to become teachers. New teachers also undergo a targeted mentorship program for the first five years of their teaching career. In addition, we utilize various funding sources to provide financial assistance for career switchers and provisional teachers taking coursework for full licensure. Support, mentoring, and communication have been proven to be a strength of TCPS.

## CTEMS SCHEDULE 9
## Evaluation of Career and Technical Education Programs
## 2026-2027 Plan

**Section 134(c)(2)(A):** Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

TCPS uses multiple data points to identify areas for improvement. As noted in our APR, TCPS met all performance categories except for the (3S1) Post-Program Placement reporting category. TCPS met or exceeded all other academic/APR categories. Regular/Special Education teachers will continue to find new instructional strategies and increase Reading/Comprehension levels for our students with disabilities. As a division, we'll support our teachers with continued professional development in Reading/Language Arts and utilize our Reading Specialists to assist with data interpretation/disaggregation.

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 10
## Improvement, Expansion, and Modernization
## 2026-2027 Plan

**Section 135(b)(5)(D):** Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

**Directions**

**For each of your Perkins supported programs, place an X in the field for any activity you will use to initiate, improve, expand, or modernize that particular program.**

| ACTIVITIES | DIVISION PROGRAMS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AGRICULTURAL EDUCATION | BUSINESS & INFORMATION TECHNOLOGY | CAREER CONNECTIONS | FAMILY & CONSUMER SCIENCES | HEALTH & MEDICAL SCIENCES | MARKETING | TECHNOLOGY AND ENGINEERING | TRADE & INDUSTRIAL EDUCATION |
| a. Revise/update instructional materials | X | X | | X | X | X | X | X |
| b. Obtain input from business/industry/ community representatives to improve/modernize program | X | X | | X | X | X | X | X |
| c. Modernize program offerings to align with the VOEE high-demand occupations | X | X | | X | X | X | X | X |
| d. Conduct labor market analysis related to area | X | X | | X | X | X | X | X |
| e. Conduct community surveys (may include surveys of groups such as your local boards and community groups) | X | X | | X | X | X | X | X |
| f. Identify new program(s) or courses based on labor market needs | X | X | | X | X | X | X | X |
| g. Expand career and technical program offerings to provide greater student choice | X | X | | X | X | X | X | X |
| h. Incorporate technology applications in the classroom/laboratory | X | X | | X | X | X | X | X |
| i. Provide teacher certification opportunities for high-demand industry-recognized credentials | X | X | | X | X | X | X | X |
| j. Other (specify) | | | | | | | | |

## CTEMS SCHEDULE 10 (Continued)
### Improvement, Expansion, and Modernization
### 2026-2027 Plan

**Section 135(b)(5)(D):** Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

TCPS CTE programs are continually evaluated for improvement, expansion, and/or elimination. We work closely with local community leaders, such as the Tazewell Co. Board of Supervisors, Southwest VA Community College, and Workforce Development Board, to determine local and regional needs that could be met through new or expanded CTE course offerings. Employment data, economic factors, workforce development, and current trends in commerce are studied to include new course offerings each year. New courses being considered next year will be Drone Technology through (Criminal Justice Program), Nail Technician, Entrepreneurship, and HVAC/Plumbing-Electrical. New equipment was purchased this year for our Carpentry & Diesel. New saws were purchased for both programs.

## CTEMS SCHEDULE 11
## Using Data to Improve Career and Technical Education
## 2026-2027 Plan

**Section 134(c)(2)(A):** Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

TCPS uses multiple data points to identify areas for improvement. As noted in our APR, TCPS met all performance categories except for the (3S1) Post-Program Placement category: All Special Populations All Graduate Performance reporting categories were met. TCPS met or exceeded all other academic/APR categories. Regular/Special Education teachers will continue to find new instructional strategies and increase Reading/Comprehension levels for our students with disabilities. As a division, we'll support our teachers with continued professional development in Reading/Language Arts and utilize our Reading Specialists to assist with data interpretation/disaggregation.

# CTEMS SCHEDULE 12
## Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
## 2026-2027 Plan

**Section 135(b)(1)(A-F)** Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

**Place an X in the field for each option you have implemented to facilitate a linkage between, and transition from, secondary to postsecondary programs.**

| | | |
|---|---|---|
| **Career assessment programs (please indicate programs that you are using).** | | |
| | **Virginia Education Wizard** | |
| | **Or Other:** | Utilization of Major Clarity (grades 6-12) for Student Interest Surveys and Academic and Career Plans, Career Pathway activities, student portfolios, interactive tours at TCCTC for grades 8-10, career fairs at middle, high, and career center, community college partnerships, field trips, internships, and other regional opportunities as they are presented to TCPS |
| | **Career and academic counseling/coaching.**<br><br>**Section 135(b)(1)(D):** Describe how career guidance and academic counseling provide information on postsecondary education and career options. | |
| | School counselors help students make informed career decisions by evaluating each student as an individual based on their education, training, work history, interests, skills, and personalities. Counselors, teachers, coaches, and administrators also work with students to develop job searching skills, develop soft skills, complete college applications, and complete/submit FAFSA. Our JVG specialist expands on the services the school staff provides to coordinate presentations by outside resources based on student skills and interests. | |
| | **Career fairs, placement services, high-quality work-based learning, and job seeking skills.**<br><br>**Section 135(b)(1)(E):** Describe activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including nontraditional fields. | |
| | School Counselors, teachers, the JVG specialist, and B&I partners are utilized to provide a wide array of placement information to all students. Career fairs directly connect students with the persons hiring within our local economy. Students can access interest surveys and job shadowing to research careers and job-specific activities using Major Clarity. Stakeholders work with w/students to develop resumes, provide mock interviews, answer job exploration questions, and/or prepare for real job interviews. Internships, job shadowing, and cooperative education are also available for students enrolled in CTE courses. | |

**CTEMS SCHEDULE 12 (Continued)**
**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services**
**2026-2027 Plan**

| | |
|---|---|
| | **Section 134(b)(7): Postsecondary Credit Options, such as dual or concurrent enrollment programs or early college high school. (Specify courses/programs.)** |
| | Dual Credit Options: Multimedia Software; ITE 270 Advanced Multimedia Development; ITE 105 Career & Cyber Ethics; ITN 101 Intro to Network Concepts; ITN 107 Personal Computer Hardware and Troubleshooting; ITP 100 Software Design; ITN 260 Network Security Basics; ITN 106 Microcomputer Operating Systems |
| | **Other (specify)** |
| | Describe: |

# CTEMS SCHEDULE 13
## Equal Access Provisions of General Education Provision Act
## 2026-2027 Plan

**Section 134(b)(5)(C-D)** Develop a brief plan stating steps that will be taken to ensure equal access to, and equal participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equal participation, including barriers based on race, sex, color, national origin, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

**If completed in Comprehensive Local Needs Assessment (CLNA), not necessary to be included in Schedule 13 -- Aligns with Section F in the CLNA.**

# CTEMS SCHEDULE 14
## Labor Market Needs
## 2026-2027 Plan

**Section 134(e)(2)(C-D):** Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

**If completed in Comprehensive Local Needs Assessment (CLNA), not necessary to be included in Schedule 14 -- Aligns with Section C in the CLNA.**

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

## CTEMS SCHEDULE 15
### Participation in Regional Technical Education Centers

**(Only to be completed by school divisions participating in a CTE Regional Technical Center that serve multiple divisions.)**
**2026-2027 Plan**

| COLUMN A: Total CTE Students in School Division (Unduplicated Count, Grades 7-12), including Students Attending Regional Technical Center | COLUMN B: Number of CTE StudentsAttending Regional Technical Center (Unduplicated Count, Grades 7-12, if applicable) | COLUMN C: Percent of CTE Students Attending Regional Technical Center (Column B/Column A) | COLUMN D: Amount of Perkins Funds Sent to Regional Technical Center (Based on percent in Column C) |
|---|---|---|---|
| | | Complete Columns A and B for Automatic Calculation | |

**NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.**

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

## CTEMS SCHEDULE 15 - A
### CTE Regional Technical Center Funding
### TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY
**2026-2027 Plan**

List each school division that participates in the regional technical center including the Perkins funding allocated to the center.
(The "Amount" column must only contain numeric entries.)

| School Division | Amount |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| TOTAL | $0.00 |

School Division: TAZEWELL COUNTY PUBLIC SCHOOLS Division Number: 092

# CTEMS SCHEDULE 16
## Career and Technical Education Financial Data
## 2026-2027 Plan

| ADMINISTRATION | | |
|---|---|---|
| **Funding Categories** | **State** | **Local** |
| 1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers) | | $99,532.00 |
| 2. Assistant Principal (includes Special Career and Technical Centers) | | |

| EXTENDED CONTRACTS, ADULT SUPPLEMENTS | | |
|---|---|---|
| **Funding Categories** | **State** | **Local** |
| 3. Extended Contract Costs | $1,509.00 | $31,554.00 |
| 4. Adult CTE Supplements | $7,272.00 | $10,994.00 |
| 5. Adult CTE Teachers (Full-time) | | |
| 6. Adult CTE Teachers (Part-time) | | |

| LOCAL FUNDS ONLY | | |
|---|---|---|
| **Funding Categories** | **State** | **Local** |
| 7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs | | $2,547,555.00 |
| 8. Instructional Supplies/Materials | | $41,186.00 |
| 9. Other Instructionally Related Costs | | $27,937.00 |
| 10. Equipment (Maintenance of Effort) | | $19,650.00 |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 17 (Continued on next page)
## Budget of Perkins Funds
## 2026-2027 Plan

| 1 Career and Technical Activities Funded | 2 Aligned Comprehensive Local Needs Assessment A, B, C, D, E, F | | 3 Use of Perkins Funds Appendix B | 4 Use of Perkins Funds Selection | 5 Career and Technical Program Area(s) Funded | 6 Narrative Description | 7 Object Code See Appendix C | 8 Budgeted Funds and Source of Funds | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Fed, State, or Local | Amount |
| **Required Use:** Professional Development | A.) | D | 1 (A-F) | R2A | All | Provide opportunities for all Career and Technical teachers to attend regional and state conferences and continuing professional development opportunities (including summer conferences). This includes annual state conferences that are held to update teachers in their specific fields and maintain/or obtain credentialing. | 5000 | Fed | 6,000.00 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| **Required Use:** Activities for Special Populations (to include nontraditional) | A.) | A | 1 (A-F) | R1E | All | TCPS will pay a portion of the salary for the Jobs for VA Graduates specialist whose work targets at-risk students, including nontraditional and other special populations, helping them make informed decisions and prepare for post-secondary employment to improve the academic and technical success of special population students and overall secondary placement rate on our Annual Performance Report (est. salary/benefits) | 1000 | State | 48,315.00 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | 1000 | Local | 18,324.41 |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | 2000 | State | 11,685.00 |
| | F.) | | 6 | | | | | | |
| **Required Use:** Regional Program Participation (only school divisions submitting Schedule 15) | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | B | 1 (A-F) | R5D | All | TCPS will purchase instructional resources, including instructional software and other new/emerging materials aligned with business/industry needs to simulate work environments. This will enable students to be competitive in acquiring high-skill, high-wage, and/or in-demand industry sector employment. | 3000 | Fed | 7,500.00 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 17 (Continued)
## Budget of Perkins Funds
## 2026-2027 Plan

| 1 Career and Technical Activities Funded | 2 Aligned Comprehensive Local Needs Assessment | | 3 Use of Perkins Funds Appendix B | 4 Use of Perkins Funds Selection | 5 Career and Technical Program Area(s) Funded | 6 Narrative Description | 7 Object Code See Appendix C | 8 Budgeted Funds and Source of Funds: Fed, State, or Local | 8 Budgeted Funds and Source of Funds: Amount |
|---|---|---|---|---|---|---|---|---|---|
| | A.) | E | 1 (A-F) | P5O | All | TCPS will continue to provide funding assistance for qualified expenses for middle and high school students (grades 7-12) of special populations (to include nontraditional students) and one advisor per organization/per school/per event to participate in state and national conferences. | 3000 | Fed | 3,000.00 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | All | TCPS will purchase industry credentialing exams that are aligned with business/industry needs and appear on the VDOE-approved list of industry credentials. This will enable students to be competitive in acquiring high-skill/high-wage and/or in-demand industry sector employment. Perkins funding will be utilized after spending state credential allocations. | 3000 | Fed | 6,000.00 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | B | 1 (A-F) | R3 | All | TCPS will purchase appropriate equipment for ALL CTE programs to modernize and provide high-quality instructional opportunities to meet essential competencies from the state-approved equipment list, tools, and other new/emerging materials. This will enable students to be competitive in acquiring high-skill, high-wage, and/or in-demand occupations. Perkins funding will be utilized after the state and special equipment allocations are spent. | 8000 | Fed | 143,394.64 |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 17 (Continued)
## Budget of Perkins Funds
## 2026-2027 Plan

| 1 Career and Technical Activities Funded | 2 Aligned Comprehensive Local Needs Assessment | | 3 Use of Perkins Funds Appendix B | 4 Use of Perkins Funds Selection | 5 Career and Technical Program Area(s) Funded | 6 Narrative Description | 7 Object Code See Appendix C | 8 Budgeted Funds and Source of Funds | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Fed, State, or Local | Amount |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 17 (Continued)
## Budget of Perkins Funds
## 2026-2027 Plan

| 1 Career and Technical Activities Funded | 2 Aligned Comprehensive Local Needs Assessment | | 3 Use of Perkins Funds Appendix B | 4 Use of Perkins Funds Selection | 5 Career and Technical Program Area(s) Funded | 6 Narrative Description | 7 Object Code See Appendix C | 8 Budgeted Funds and Source of Funds | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Fed, State, or Local | Amount |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 17 (Continued)
## Budget of Perkins Funds
## 2026-2027 Plan

| 1 Career and Technical Activities Funded | 2 Aligned Comprehensive Local Needs Assessment | | 3 Use of Perkins Funds Appendix B | 4 Use of Perkins Funds Selection | 5 Career and Technical Program Area(s) Funded | 6 Narrative Description | 7 Object Code See Appendix C | 8 Budgeted Funds and Source of Funds | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Fed, State, or Local | Amount |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |
| | A.) | | 1 (A-F) | | | | | | |
| | B.) | | 2 (A-I) | | | | | | |
| | C.) | | 3 | | | | | | |
| | D.) | | 4 (A or B) | | | | | | |
| | E.) | | 5 (A-T) | | | | | | |
| | F.) | | 6 | | | | | | |

| | | |
|---|---|---|
| **Career and Technical Education Programs or Activities Funded** | **Federal** | 165,894.64 |
| | **State** | 60,000.00 |
| | **Local** | 18,324.41 |
| **Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)** | | **0.00** |

| | |
|---|---|
| **Grand Total Career and Technical Education Federal Budget** | **165,894.64** |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 18

### Administration/Administrative Equipment Funds and Budget Summary Worksheet
### 2026-2027 Plan

**(Administration/Administrative Equipment not to exceed five percent of the total federal grant)**

| Administration - Description | | Amount |
|---|---|---|
| 1000 - Personal Services | | |
| 2000 - Employee Benefits | | |
| 3000 - Purchased Services | | |
| 4000 - Internal Services | | |
| 5000 - Indirect Cost | | |
| 5000 - Other Charges | | |
| | Line 1 Administration SUBTOTAL | 0.00 |
| **Administrative Equipment - Description - (All Object Code 8000)** | | **Amount** |
| 8000 - Capital Outlay/Equip. | | |
| 8000 - Capital Outlay/Equip. | | |
| 8000 - Capital Outlay/Equip. | | |
| | Line 2 Administrative Equipment SUBTOTAL | 0.00 |
| **Administration/Administrative Equipment** | | **Amount** |
| | Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17) | 0.00 |

**School Division:** TAZEWELL COUNTY PUBLIC SCHOOLS **Division Number:** 092

## CTEMS SCHEDULE 18 (Continued from previous page)
## Administration/Administrative Equipment Funds and Budget Summary Worksheet

### 2026-2027 Plan

| SUMMARY BUDGET WORKSHEET<br>(A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.) | |
|---|---|
| **Expenditure Categories**<br>See Appendix C for Object Code Definitions | **Amount** |
| 1000 - Personal Services | **0.00** |
| 2000 - Employee Benefits | **0.00** |
| 3000 - Purchased Services | **16,500.00** |
| 4000 - Internal Services | **0.00** |
| 5000 - Indirect Costs and Other Charges | **6,000.00** |
| 6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.) | **NOT ALLOWED** |
| 8000 – Capital Outlay/Equipment | **143,394.64** |
| **TOTAL**<br>*Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)* | **165,894.64** |

**COMMENTS**

**2026-2027 Plan**

Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.

**April 2026**

# TCPS Testing

Latest News and Updates

***"Teachers who love teaching, teach children to love learning."***

*By: Unknown*

## TESTING CALENDAR

| Assessment | Grade | Dates |
|---|---|---|
| Spring IRW Testing | 5, 8 & EOC | 3/30/26 to 4/17/26 |
| NWEA MAP Testing- Spring | K-8 | 3/30/26 to 4/24/26 |
| EL Learner Growth- Spring | Various | 3/30/36 to 4/17/26 |
| VKRP- Spring | PK-K | 4/6/26 to 5/15/26 |
| VALLs- Spring | PK-8 | 4/20/26 to 5/15/26 |
| Spring Non-Writing SOL Testing | Various | 5/04/26 to 5/29/26 |
| CIP Benchmark #4 | Various | 5/18/26 to 5/27/26 |
| Local Assessment #4 | Various | 5/27/26 |
| WorkKeys #3 | EOC | 5/18/26 to 5/22/26 |

## Important Dates

- ☒ **April 15:** Admin Meeting
- ☒ **May 4:** Spring SOL Testing window opens
- ☒ **May 10:** Mother's Day
- ☒ **May 11:** SB Meeting
- ☒ **May 25:** Memorial Day
- ☒ **May 30:** Graduation
- ☒ **June 4:** Last day of School
- ☒ **June 5:** Teacher Work Day
- ☒ **June 8:** SB Meeting; Summer School #1



## CIP Benchmark #4

Round #4 of Benchmark Testing will begin on May 19 and last through May 23. The following subjects will be tested in this round:

- Grade 2 English
- Grade 2 Math
- Grade 6 Science
- Grade 7 Science

## *Testing Updates*

- WIDA Testing was completed in February. TCPS tested a small number of students. Results are not expected until late Spring or early Fall.
- CIP Benchmark #3 window closed on Friday, April 10, 2026.
- VAAP Testing is complete. Results are not expected until this summer.
- The Division "Expedited Retake" Permission Form is available on the TCPSVA.ORG webpage under "Departments" and then "Testing."
- SOL Writing Scores have arrived. The VDOE has not posted official results. Students who did not pass the Writing SOL will have the opportunity to take the WorkKeys Writing Assessment in May to obtain the needed verified credit for graduation.