AGENDA
Monday, April 02, 2012
CAROLINE MIDDLE SCHOOL
5:30 P.M.

1. Call to Order ..................................................Nancy Carson, Chairman
   • Roll Call of Attendance ..................Rebecca Broaddus, Clerk of the School Board

2. Closed Session
   a. Discipline: 04-02-12.01  – The consideration of a recommendation for disciplining a
      student enrolled in the school division, as authorized by Section 2.2-3711(A)(2) of the Code of Virginia, 1950 as amended.

3. Certification of Closed Session

4. Action Items Following Closed Session (will have personnel agenda, discipline, other
   or none as needed)
   a. Action on Superintendent’s Discipline Agenda

5. Invocation ........................................Rev. Jimy Edwards, Pastor
      Bowling Green and Shiloh United Methodist Churches
   a. Pledge of Allegiance .......................Madison Elementary School Students

6. Awards, Recognitions, Commendations, etc.
   a. Recognition of CHS Seniors Accepted to College ..............Dolly Lindsay
   b. Recognition of Caroline County Schools’ Spelling Bee Champion ..Dolly Lindsay
   c. Recognition of Administrative Professionals Day .................Dolly Lindsay
   d. Recognition of VSBA Art Show Participants .........................Dr. Rebecca Broaddus
   e. Recognition of CHS BETA Club State Competition
      Winner ..........................................................Dr. Rebecca Broaddus
   f. Recognition of CMS Science Fair Winners .........................Cathy McConnell

7. Citizen Comments

8. Consent Agenda
   a. Approval of Minutes
      1. Regular Meeting – March 12, 2012
AGENDA
April 02, 2012
Page 2

b. Approval of Monthly Bills and Financial Reports
   1. Vendor Payments
   2. Budget Status Report
c. Approval of Field Trip Requests
d. Discipline Cases: 04-02-12.02; 04-02-12.03; 04-02-12.04

9. Action Items
a. Approval of 21st Century Community Learning Centers Grant Application .............................................Dolly Lindsay
b. Approval of Letter for Renovations to CHS .......................Dr. Eric Cunningham
c. Approval of Bowling Green Project Contract .................Dr. Eric Cunningham

10. New Business
a. First Reading – Technology Support Services – Request for Proposal ...................................................Dr. Eric Cunningham
b. First Reading – Special Education Annual Plan ....................Lisa Roarty
c. First Reading – Perkins Grant .........................................................Cathy McConnell
d. First Reading – Update on VSBA Policies ......................Dr. Rebecca Broaddus
e. First Reading – VSBA Policy – File: BBBB – Student Liaison to the School Board ..............Dr. Rebecca Broaddus

11. Informational Items
a. 2012 VSBA Showcase for Success .................................Dolly Lindsay
b. Update on Teacher Evaluation Pilot Program .............Dr. Rebecca Broaddus
c. Membership as of March 31, 2012 ..........................Dr. Rebecca Broaddus

12. Board Comments

13. Closed Session
a. Personnel - The discussion of re-appointments, resignation(s), request for leave without pay; and coaches lists, as authorized by Section 2.2-3711(A)(2) of the Code of Virginia, 1950 as amended.

14. Certification of Closed Session

15. Action Items Following Closed Session (will have personnel agenda, other or none as needed)
a. Action on Superintendent’s Personnel Agenda
16. **School Board Matters of Interest**
   a. Next Regular School Board Meeting: **May 14, 2012**
   d. Other Matters of Interest

17. **Adjournment**
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of Certain CHS Students Accepted to College

RECOMMENDATION: It is recommended that the School Board recognize the following students for acceptance into the colleges noted:

(Please see attached list)

Dolly G. Lindsay
Signature
<table>
<thead>
<tr>
<th>Student Name</th>
<th>College Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devin C. Allen</td>
<td>Old Dominion University</td>
</tr>
<tr>
<td>Christopher Ian Carter</td>
<td>Louisburg College</td>
</tr>
<tr>
<td>Alvester Coleman</td>
<td>Hampton University, Morgan State University</td>
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<tr>
<td>Briana Crawford</td>
<td>Averett University</td>
</tr>
<tr>
<td>Tyler Daig</td>
<td>University of Mary Washington, Virginia Wesleyan College, Bridgewater College, Randolph-Macon College, Virginia Tech</td>
</tr>
<tr>
<td>Alasia S. Dalton</td>
<td>Averett University, Virginia Wesleyan College</td>
</tr>
<tr>
<td>David Dudley</td>
<td>Radford University</td>
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<tr>
<td>Callie Dunn</td>
<td>Appalachian State University, Eastern Carolina University</td>
</tr>
<tr>
<td>Jacqueline Dybuvarang</td>
<td>Norfolk State University</td>
</tr>
<tr>
<td>Audrey Fowler</td>
<td>Virginia State University, University of Mary Washington</td>
</tr>
<tr>
<td>Madison Gaither</td>
<td>UVA @ Wise</td>
</tr>
<tr>
<td>Kevin Gotschalk</td>
<td>University of Mary Washington, VCU Arts</td>
</tr>
<tr>
<td>Kristal Hackett</td>
<td>Germanna Community College</td>
</tr>
<tr>
<td>Rakeisha Heckstal</td>
<td>Averett University</td>
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<tr>
<td>Vanessa Hunter</td>
<td>Randolph-Macon College, Lynchburg College, Mary Baldwin College</td>
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<tr>
<td>Tasha Johnson</td>
<td>Mary Baldwin College</td>
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<tr>
<td>Chelsea Breonna Jones</td>
<td>Virginia State University</td>
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<tr>
<td>Latesha Kay</td>
<td>Norfolk State University</td>
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<tr>
<td>Constantinos Kouvaras</td>
<td>George Mason University</td>
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<tr>
<td>Jasmine D’onna Lindsey</td>
<td>Averett University</td>
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<tr>
<td>Brandi Lorent</td>
<td>Mary Baldwin College</td>
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<tr>
<td>Timothy Lyndard</td>
<td>UVA @ Wise</td>
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<tr>
<td>Sean Pico</td>
<td>United States Naval Academy</td>
</tr>
<tr>
<td>Aliesha Pierce</td>
<td>Morgan State University, Tuskegee University, Clark Atlanta University, Virginia State University</td>
</tr>
<tr>
<td>Kayla Smith</td>
<td>Virginia State University, Campbell University, North Carolina Central University</td>
</tr>
<tr>
<td>Asia Smith</td>
<td>Virginia State University</td>
</tr>
<tr>
<td>Sydney Walcott</td>
<td>Virginia State University, Bridgewater</td>
</tr>
<tr>
<td>Asiah Washington</td>
<td>Fortis College</td>
</tr>
<tr>
<td>Andrew Woolfolk</td>
<td>Virginia State University</td>
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</tbody>
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CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of Caroline County Schools’ Spelling Bee Champion

RECOMMENDATION: It is recommended that the School Board recognize Elizabeth Husser for her accomplishments as the winner of the Caroline Middle School Spelling Bee and for representing Caroline County Public Schools in the Free Lance Star Regional Spelling Bee.

RATIONALE: Elizabeth Husser, an eighth grader at Caroline Middle School, won the Caroline County Public Schools Spelling Bee Contest, correctly spelling the championship word, “emphasize” in round 8. She received a Webster’s dictionary and certificate for her accomplishment. Elizabeth represented the division at The Free Lance Star Regional Spelling Bee in March lasting through the third round.

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of Administrative Professionals Day

RECOMMENDATION: Recognition of Administrative Professionals Day

RATIONALE: It is recommended that the School Board recognize April 25, 2012 as Administrative Professionals Day. Administrative assistants, specialists, secretaries, bookkeepers and clerks have been a valuable asset in working with schools and departments on behalf of the students, staff, administrators, and families in Caroline County. The School Board recognizes the hard work and dedication of the administrative professionals.

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of VSBA Art Participants

RECOMMENDATION: It is recommended that the School Board recognize the following students whose art work was chosen to represent Caroline County in the annual regional VSBA Art Contest and the students who participated at the local level.

RATIONALE: The VSBA Regional Forum Art Contest is sponsored by the Virginia School Boards Association and recognizes achievement at the elementary, middle, and high school levels.

Representing Caroline County:

Elementary Level- Sara Martin-LCES and Regional 3rd Place Winner
Middle School Level- Ethan Heagney-CMS
High School Level- Samantha Deffenbaugh- CHS

Other Participants:

Albert Smith Bowling Green Primary
Taylor Costello Bowling Green Primary
Cheyenne Rumford Bowling Green Primary
Kailey Gray Bowling Green Elementary
Naomi Young Bowling Green Elementary
Eris Crouch Bowling Green Elementary
Acacia Lindsey Madison Elementary
Zenmatsu Myles Madison Elementary
Makayla Castle Madison Elementary
Shyloh Shire Lewis and Clark Elementary
Ava Sparico Lewis and Clark Elementary
Alexa Shamblin Caroline Middle School
Emily Thomas Caroline Middle School
Carley Tartt Caroline High School
Carrie Dixon Caroline High School

Rebecca B. Broaddus
Signature

Reaching New Heights Together
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of Caroline High School Beta Club State Competition Winner

RECOMMENDATION: It is recommended that the School Board recognize the Caroline High School Beta Club State Competition Winner

RATIONALE: The Caroline High School Beta Club is a club that requires students to meet high academic standards, participate in community service, and maintain exemplary behavior. Some of its members participated in the Virginia State Beta Club Convention in Richmond on March 16 and 17, 2012. Seven students competed in arts and crafts as well as academic competitions. Gavin Lowrie, a freshman, placed first in the arts and crafts jewelry category. He is now eligible to compete in the National Beta Club Convention in Greensboro, North Carolina in June.

Rebecca B. Broaddus
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Recognition of Caroline Middle School Science Fair Winners

RECOMMENDATION: Recognition of Caroline Middle School Science Fair First Place Winners

RATIONALE: Scientific Investigation instruction begins early in the school year. Lab work, experiments, or projects cannot be conducted accurately without those essentials. Students are given opportunities to apply their knowledge and demonstrate scientific skills at in-house Science Fairs.

It is recommended that the School Board recognize the following students for First Place in Caroline Middle School’s Science Fair:

**Biology:** Olivia Kolenda, “Photosynthesis Light Source Substance”

**Chemistry:** Eric Jacowski, “Making Butter”

**Earth and Environmental:** Jonathan Anderson, “Rooftop Color Experiment”

**Physics:** Cory Jones, “The Effects of Stabilizers on Airplane Flight”

**Human and Animal Psychology:** Cassandra Cooper, “Effects of Highlighting on Memory”

**Science Research Paper:** Shannon Roberts, “Duct Tape Mania”

**Rube Goldberg Machines:** Alexandra Patterson, “Soda Matic”

Additional winners are attached. All students are commended for their efforts and application of scientific investigation.

Cathy McConnell
Signature
Caroline Middle School Science Fair Winners

Other Biology winners:
  3rd place: Sierrah Courtney, “Flower Power”
  Honorable Mention: Raeona Wolfe, “In or Out of the Fridge”

Other Chemistry winners:
  2nd place: Katie Navarrete, “Eggshell Eggtravaganza”
  3rd place: Michaela Bib, “Balloon Bonanza”
  Honorable Mention: Casandra Stepanovich, “Mentos and Soda”

Other Earth and Environmental winners:
  2nd place: Samira Washington, “Environmental Oil Spill”
  3rd place: Angelo Giles II, “The Tasty Quake Shake”
  Honorable Mention: Nijha Smith, “The Volcano”

Other Physics winners:
  2nd place: Ashton Caruthers, “Hammering Force”
  3rd place: Dallas Dixon, “Wooden Bat versus Aluminum Bat”
  Honorable Mention: Jacob Wheeler, “Which Battery is Best”

Other Human and Animal Psychology winners:
  2nd place: Emily Mack, “It’s written All Over Your Face”
  3rd place: Brandon Apperson, “Red Makes You Stronger”
  Honorable Mention: Taylor Austin, “The Battement Tendu”

Other Science Research Papers winners:
  2nd place: Shayla Solomo, “Stop Global Warming”
  3rd place: Brianna Queen, “What time is It, Mold Time!”
  Honorable Mention: Destiny Putnam, “Doomsday”

Other Rube Goldberg Machines winners:
  2nd place: C.J. Ziadeh “Lever Light”
  3rd place: Bryan Armstrong and Gabrielle Armshoff, “Basketball Lever”
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Approval of Requests for Overnight Field Trips

RECOMMENDATION: Approval


Outdoor Track students to attend the Penn Relays, April 25 - 28, 2012 in Philadelphia, PA. Requesting teacher is Sansberry Harvey.

Eric Cunningham
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: 21st Century Community Learning Centers Grant Application

RECOMMENDATION: Approval

RATIONALE: Caroline County Public Schools is interested in applying for and submitting a 21st Century Community Learning Centers grant. The school system is eligible to apply for the grant to serve students at Caroline Middle School. We are in the process of establishing a co-applicant and partners. If this is accomplished, we are requesting approval to submit the grant by April 27, 2012.

The 21st Century Community Learning Centers Grant application proposal includes after school tutoring/remediation and Science, Technology, Engineering and Mathematics (STEM) enrichment programs at Caroline Middle School.

BUDGET CATEGORY: Title IV, Part B: 21st Century Community Learning Centers

ESTIMATED COST: N/A

LEGAL REFERENCE: N/A

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Letter for approval of renovations to CHS

RECOMMENDATION: Approval

RATIONALE It is recommended that the School Board approve the submission of the Resolution for Renovations for Caroline High School to the Board of Supervisors addressing the needs of the High School now and in the future.

BUDGET CATEGORY: CHS

ESTIMATED COST 22 Million

LEGAL REFERENCE:

Eric Cunningham
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Bowling Green Project Contract

RECOMMENDATION: Approval

RATIONALE: It is recommended that the School Board approve the contract for the Bowling Green Project to Loughridge & Co. They have successfully submitted the lowest bid of $10,187,000 and met all requirements as put forth in the bid documents.

BUDGET CATEGORY: BGP Renovation.

ESTIMATED COST: 10 Million

LEGAL REFERENCE:

Eric Cunningham
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: First Reading: Information Technology (IT) Support Services Request For Proposal

RECOMMENDATION: Information

RATIONALE: DominionTek, Inc. has been providing IT support services to the school division since 2008. Current contract with DominionTek, Inc. expires after June 30, 2012. In order to continuously provide IT support services for the division, a request for proposal will be issued for solicitation.

Contract award will be presented to the School Board for approval.

BUDGET CATEGORY: Technology

LEGAL REFERENCE: Title 2.2, Chapter 43 of the Code of Virginia

Eric Cunningham
Signature
REQUEST FOR PROPOSAL
INFORMATION TECHNOLOGY SUPPORT SERVICES

<table>
<thead>
<tr>
<th>RFP #</th>
<th>02262012</th>
</tr>
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<tbody>
<tr>
<td>Issued Date:</td>
<td>April 10, 2012</td>
</tr>
<tr>
<td>Title:</td>
<td>IT Support Services</td>
</tr>
<tr>
<td>Period of Contract:</td>
<td>July 1, 2012 through June 30, 2014 with three (3) twelve (12) month renewal options</td>
</tr>
<tr>
<td>Proposal Due:</td>
<td>May 7th, 2012 at 2:00 p.m. local prevailing time</td>
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Sealed proposals, subject to the conditions and instructions contained herein, will be received and time stamped at Caroline County School Board, Attention Purchasing - Proposal Receipt, 16221 Richmond Turnpike, Bowling Green, Virginia, 22427 no later than the due date and hour shown above (local prevailing time) for furnishing the goods/services described herein. Any proposal received after the announced date and time of opening, whether by mail or otherwise, will not be considered and returned unopened. Submission of proposals electronically or by facsimile will not be accepted.

All inquiries should be direct to:
Caroline County School Board
Attn: Lifen Zhou
16221 Richmond Turnpike
Bowling Green, VA 22427
Telephone: 804-633-5088
Fax: 804-633-5563, e-mail: lzhou@ccps.us

Questions and comments regarding this RFP must be received in writing no later than April 27, 2012 at 2:00 p.m.

AN ORIGINAL AND FOUR (4) COPIERS OF YOUR SUBMITTAL ARE REQUESTED.

This form must be signed in blue or black ink, as well as any subsequent addenda, and all pages returned in an opaque, sealed envelope with the proposal name, proposal number, and the date and time of the submittal deadline clearly marked on the outside of the envelope. On the original submittal, all signatures must be original and not photocopies. For the four (4) copies of the submittal, photocopied signatures are acceptable.

In compliance with this Request for Proposals and subject to all the conditions thereof, the undersigned offers and agrees, if this proposal is accepted within one hundred twenty (120) calendar days from the date of opening, to furnish any or all of the goods/services in accordance with the attached proposal or as mutually agreed upon by subsequent negotiations. The undersigned certifies he has read, understands, and agrees to all terms, conditions, and requirements of this proposal, and is authorized to contract on behalf of firm named below.

THIS PROPOSAL RESPONSE IS SUBMITTED BY:

<table>
<thead>
<tr>
<th>Signature of Authorized Offeror</th>
<th>Print or Type Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Title

Full Legal Name of Offeror (Company)

Address
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REQUEST FOR PROPOSAL
INFORMATION TECHNOLOGY SUPPORT SERVICES

1. INTRODUCTION

Caroline County Public Schools (CCPS) is requesting proposals from qualified, professional technology vendors for Information Technology Support Services. The qualified vendor will provide necessary technical services, which will enable CCPS to:

- Protect and secure its technology facilities
- Ensure the efficient operation of its data processing networks and related computer systems in its defined user community
- Enhance its quality of service for departments defined in the enclosed schedules
- Minimize the spending and maximize the ROI for investment in technology

The ideal vendor will resolve computer systems and network issues in accordance with standard and acceptable maintenance and support benchmarks. The successful vendor will organize HELP DESK service calls efficiently and to ensure that there is NO significant computer downtime during normal working hours, generally 7:30 a.m. to 4:30 p.m., Monday through Friday, excluding holidays. The vendor will report on status of technology issues and communicate effectively with CCPS IT department, Technology Committee, and administrators.

2. BACKGROUND INFORMATION

The CCPS is currently using an outside vendor service to provide maintenance and support on an as needed basis for its user community. The vendor will report to the Superintendent or his/her designee(s). Since 2008, DominionTek, Inc. has been providing IT support service for CCPS supporting over 4000 students and 600 employees. Current contract expires after June 30, 2012.

Attachment G provides more information technology infrastructure information.

3. PRE-PROPOSAL CONFERENCE

A non-mandatory Pre-proposal Conference and Site visit is scheduled for April 23, 2012 at 1:00 p.m. in the School Board Conference Room, 2nd Level, 16221 Richmond Turnpike, Bowling Green, VA 22427. The purpose of the Pre-proposal conference is to allow Offerors an opportunity to present questions and obtain clarification relative to any facet of this RFP and visit the site.

This will be the Offerors’ only opportunity for a site visit. Due to the importance of all Offerors having a clear understanding of the scope of work and requirements of this RFP, attendance at this conference and the walk through/site visit is strongly encouraged.

Please bring a copy of this RFP to the conference. Any material RFP changes resulting from this conference will be issued in a written addendum to the solicitation.

Failure to attend the pre-proposal conference and/or review the site will not prohibit Offeror from submitting a proposal; however, the Offeror is responsible for ascertaining conditions at the site and claims, as a result of failure to inspect the job site, will not be considered.
4. SERVICES REQUIRED

4.1. General Requirements

4.1.1. Services to be provided are staff augmentation. Staff augmentation will be based on a 2080 hour work year for each Desktop Support Technician, and Systems Engineer.

4.1.2. The vendor will be required to use CCPS systems and applications to effectively support this contract. These systems include but are not limited to operating system and application deployment tools, asset management systems, service ticket systems, email, collaboration, and file and print systems.

4.1.3. CCPS has defined four service ticket priority classifications and our expected response times.

4.1.3.1. Priority 1 response times are based on 24x7 hours; all other priority response times are based on standard business hours (7:30 a.m.-4:30 p.m. Monday-Friday). Increased priority is assigned by district administrative staff. It is important that all schools are functioning properly every school day. Priority 1 service tickets are defined as an unplanned system outage that affects many employees district-wide or an entire department and prohibits production processing. The district's target is to acknowledge these tickets within 30 minutes. Management is notified when a priority 1 service ticket is logged. These tickets are worked 24x7 until resolved unless approved by the CCPS IT Department. To acknowledge morning tickets, a member of the vendor's support staff should be on-site at 7:00 a.m. Monday-Friday, excluding holidays. Examples of Priority 1 service tickets are Internet outage, WAN outage, critical router outage, wide spread virus outbreak.

4.1.3.2. Priority 2 service tickets are defined as a small scale system outage affecting some employees but not an entire department or the organization. The district’s target is to acknowledge these tickets within 60 minutes and resolve them within 9 hours or the same business day whenever possible. Examples of Priority 2 service tickets are switch breaks, lab off-line, and departmental server crashes.

4.1.3.3. Priority 3 service tickets are defined as a service outage or a functional problem affecting one employee. The district’s target is to acknowledge these tickets within 3 hours and resolve them within 3 business days. Examples of Priority 3 service tickets are software installation, and mal-ware removal.

4.1.3.4. Priority 4 service tickets are defined as scheduled work that needs to be performed. The district’s target is to acknowledge these tickets within one business day and resolve them within 10 business days. Examples of Priority 4 service tickets are SOL testing preparations, and projector filter cleaning.

4.2. Service Requirements

This section summarizes the services to be provided to CCPS in this RFP. CCPS is looking for a maintenance and support program to be designed under two major categories. These categories are PREVENTIVE MAINTENANCE and AS NEEDED MAINTENANCE, to accommodate departmental computer system activities and user equipment performance. CCPS expects the vendor proposal to define, in detail, the approach to be used in the above categories. Distinction of time and material costs for these efforts are important to billing CCPS and future budget considerations.
4.2.1. **Initial Assessment**
Review of the inventory, assessment of the system architecture and equipment for efficiency, life expectancy, capacity, speed, and current processes, and make recommendations for improving routine support criteria and eliminating emergency maintenance situations. A report of this initial assessment shall be submitted by July 1, 2012 and each July 1st as long as the contract is in force. This is to allow for necessary budget planning for the upcoming year.

4.2.2. **Desktop Application Support**
Performance of basic support functions, including the installation of PC’s, laptops, PDA’s, printers, peripherals, and office software; diagnosis and correction of desktop application problems, configuring of PC’s and laptops for standard applications; identification and correction of user hardware problems, with advanced troubleshooting as needed; maintenance of an updated inventory of all related computer related hardware, to make available to CCPS upon request; and implementation of HELP DESK procedures under policy constraints of the successful vendor.

4.2.3. **Server and Workstation Administrative Services**
Management of networks and computer systems, including complex applications, databases, messaging, servers and associated hardware, software, communications, and operating systems, necessary for performance, security, reliability, and recoverability of the systems.

Scheduling of preventive maintenance for equipment in the areas of coverage is properly and promptly performed; maintenance of records for all HELP DESK tickets for both on-site visits and telephone support is available; development of operations and quality assurance for backup plans and procedures are being followed.

Configuration management, including changes, upgrades, patches, etc. is maintained; management of user login’s and password security is documented; and support of software products relating to servers and workstations; timely response to repair and maintenance work for the user.

4.2.4. **Network Administration Services**
Maintenance and support of network equipment, including switches, firewalls, routers, and other security devices is included.

Installation and maintenance of printers, scanners, network devices et al; analysis, routine configuration changes, and installation of patches and upgrades; minor cabling if needed; alert notifications in case of failure of equipment.

Proactive monitoring of network equipment, including performance indicators to report on threshold limitations; network performance and capacity management services; continuous troubleshooting are required.

Maintenance of network documentation for daily, weekly, and monthly services is required.

4.2.5. **Network Monitoring Services**
The vendor must provide a system that constantly monitors our computer network
for slow or failing components and that notifies the network administrator and IT staff (via email, pager or other alarms) in case of outages.

The system must be able to monitor the different functions involved in network management.

The system must be able to monitor from within the district, and from outside the district network. This is to prevent notification silence during an Internet outage.

4.2.6. **Email, Security and Backup Efforts**

Maintenance of CCPS email accounts using CCPS domain, adding, changing, and/or deleting CCPS employee accounts as requested; maintenance of virus detection programs on CCPS servers and user computers and laptops; performance of periodic security audits, including notification of suspected breaches of security to the CCPS designated person are required.

Configuration of CCPS systems to enable remote access in a secure environment, with provisions for remote access administration, as requested by CCPS Designee is required.

Requirements for a data backup policy, with procedures in place to handle daily, weekly, and monthly backup of the computer, data and information, email, and the like; program to restore systems and data if servers and/or computers go down, are required.

4.2.7. **Management Support**

Weekly Meetings: The vendor will be required to meet with the Superintendent or his/her designee(s), at a minimum, on a weekly basis to discuss contract performance, changes in the industry, address issues, and adjust standards accordingly.

On-line Testing Meetings: The vendor will be required to meet with the district network administrator, district testing director, and district testing coordinators, to discuss testing preparations and address any issues.

4.2.8. **Planning**

Engineering, planning, and design services for major system enhancements and/or upgrades to existing systems; recommendations for future purchasing and technology needs, when requested or necessary.

Installation of new equipment, software, and transfer existing data when acquired, will be needed.

4.2.9. **Not Included**

The contract to be awarded does not obligate CCPS to purchase computer equipment, hardware devices, cabling, licenses, software et al from the successful vendor. *Replacement parts are not part of this contract.*

4.3. **Staff Requirements**

4.3.1. **Emergency Staffing Requirements**

The vendor need to propose a solution to rapidly increase staffing levels to
address short-term emergencies at no extra cost. These emergencies include but are not limited to large scale equipment outages, virus outbreaks, lightening strikes, buildings damaged by fire or water, etc.

4.3.2. **On-Site Staffing Requirements**

4.3.2.1. Support staff supplied under this contract will be employed on a full time basis and shall report to and take direction from district administrative staff.

4.3.2.2. Support staff assigned to this contract will not be used on other non-CCPS district contracts without the permission of district administrative staff.

4.3.2.3. Staffing levels will be maintained by the vendor in order to assure that CCPS’ advertised ticket response time (see section 4.1.3) and ticket resolution times are met.

4.3.2.4. CCPS reserves the right to reject service personnel who in our judgment are not qualified to perform the work or who do not conduct themselves in a professional manner.

4.3.2.5. Current industry technical certifications (MCDST, A+, Network+) will be required for Desktop Support Technicians. The System Engineer is expected to possess industry certifications such as the Microsoft MCSE, MCITP, CNE, or CCNA.

4.3.2.6. Soft skills training will may be required such as Quality Customer Service Delivery, Dealing with Difficult Customers, Conflict Resolution, etc. CCPS will work with The vendor to tune these requirements over the life of the contract to benefit both the vendor and CCPS.

4.3.2.7. Present a plan to address the issue of back filling service positions for routine events such as vacations, sickness, etc. The district desires to create a log of such absences and how positions were filled.

4.3.2.8. All software licensing for the vendor staff desktop/laptops will be the responsibility of the CCPS.

4.3.2.9. The vendor need to review the offices provided for their on-site staff to ensure they allow for efficient and effective work processes. CCPS will work with the vendor to provide everything necessary to enable the business including computers, printers, software licensing, etc.

4.3.2.10. The vendor must inform CCPS of changes with the vendor's company that may impact our service delivery.

5. **SUBMISSION REQUIREMENTS**

CCPS is requesting that the proposal submitted address the subjects with specificity. We are looking for content, organized effort, and solution-oriented procedures. The goal is a secure, smooth operating, efficient process, and effective informational technology system.

Due to the nature of this proposal, it is requested that each proposal be brief and to the point and consist of no more than ten pages. Each proposal shall provide the following information:

5.1 **Specific Requirements**
5.1.1 Offerors are required to submit four (4) complete hard copy proposal packages consisting of one (1) original (clearly marked as such on the cover of the proposal package) and three (3) copies of each proposal to include the information and format described herein.

5.1.2 In addition to the hard copies, each Offeror shall submit a searchable, indexed PDF copy of their complete Proposal to CCPS within two (2) business days AFTER the Proposal due date and time. The file name of the PDF(s) shall include the RFP number, Firm’s name, date of Proposal, and be emailed only to CCPS’s lzhou@ccps.us. In lieu of an emailed copy, the Offeror may submit a clearly labeled CD.

5.1.3 The hard copy proposal shall be the Offeror’s “official” Proposal and shall meet all requirements for submission by the due date and time specified herein. The PDF copy (emailed or CD) will not be accepted in lieu of the hard copy Proposal(s).

5.1.4 Submit proposals in the order outlined below. Each section should be separated by tabs, clearly labeled, and with pages numbered.

**Title Page**
Include the RFP number, RFP name, name of Offeror, address, telephone number, and date of preparation. Provide name, telephone number and email address of person to contact regarding proposal questions or issues.

**Table of Contents**
Indicate the material included in the proposal by section, including all items set forth below. All pages are to be numbered and indicate Offeror’s name.

**Tab 1. Signed Offer**
First Page of this RFP, completed & signed in ink by person authorized to bind the company. Attachments should include any RFP Addenda (dated & signed), and completed & signed Attachment C, D, F and their supporting document, if applicable.

**Tab 2. Executive Summary/Overview** (No more than five (5) pages - To Include:

1. Cover Letter on company letterhead, signed by a person with the corporate authority to enter into contracts in the amount of the proposal.
2. A statement that the Offeror meets the minimum pre-qualification requirements listed in Section V “Pre-Qualification”.
3. A brief history of the firm, including number of years in business and size of firm. State the location of the office from which the work is to be performed. Identify any other business names, including DBAs used by firm within the past ten (10) years, if applicable.
4. Offeror’s understanding of goods/services sought through this RFP, an explanation of how the Offeror would provide these goods/services, and a description of the underlying philosophy of the Offeror in providing the services.
5. Identification of a primary point and/or contract/project manager who will work with
CCPS during the term of any contract.

**Tab 3. Qualifications/Experience** – Include the following:

1. **The Offeror’s Qualifications/Experience** - Describe the Offeror’s qualifications and ability to fulfill the services required, documented success and direct experience in similar projects. Include the number of years providing services specific to the subject matter of this RFP, identify the number of employees at relative grades and/or positions, and employee turnover rate during the last five (5) years.

   Describe specific engagements, projects or other experience that is relevant to completing the required deliverables. Identify in-house capabilities to perform the services and indicate the number of partners, managers, supervisors, and other professional staff employed at that office who will work on the project along with an organization chart. Include experience in working with other municipal projects. What level of education, standards, certifications, other measures are used to assure consistent quality of services provided.

   List any applicable awards, licenses, certifications relevant to this RFP.

2. **The Proposed Project Team** – Identify key personnel, staff, associates and any material subcontractors to be engaged by Offeror for any resultant contract under this RFP, provide names, qualifications, direct work experience, and description of proposed work responsibilities. Include the organizational structure of the team (including subcontractors). Include resumes of proposed staffing resources describing experience and technical skills particularly associated with the work to be provided hereunder. Include active certifications, if applicable.

**Tab 4. The Work Plan** – Include information that communicates how you would fulfill the requirements of a contract resulting from this RFP.

1. A brief statement of the Offeror’s understanding of the project’s Scope of Work to include a narrative describing the technical approaches, proposed project approach and methodology for executing the work and an awareness of any difficulties of this engagement and a plan for surmounting them.

2. Include any recommend best practice approaches to providing services to CCPS that may enhance efficiency and effectiveness as well as innovative solutions, and/or recommended optional services not specifically outlined in the Scope of Work or other requirements that might be of benefit to CCPS.

3. An assessment and prospectus that describes the nature and breadth of the service and Level of Service proposed for each numbered item in Section XXXII, Attachment A, Section 2. “Introduction and Scope of Work”.

4. A written Problem Escalation Procedure (PEP), which addresses the steps to be taken in the event that a repair is not completed within a reasonable amount of time, and which is responsive to and consistent with the written agreement that is part of this RFP and which will be entered into by the parties.

**Tab 5. Cost Proposal / Pricing Information**
1. The Offeror will submit a total proposal cost along with a breakdown of major line item cost components such as hourly labor rates, consulting fees, expenses (if any), etc.

2. The Price Schedule/Proposal will include:
   a. Annual pricing for delivery of the contractual services as stated in Section 4 Services Required;
   b. Menu of fixed rates for optional services available from the Offeror;

3. Offerors should note that when identifying contract fees and/or hourly rates, if applicable, CCPS expects the following will apply and be included in any resultant contract:
   a. Job classifications and fixed hourly rates are to be those of based on the contract fees and hourly rates.
   b. Known sub-contractor’s fees and hourly rates are to be included.
   c. Labor rates shall include all direct and indirect overhead costs including but not limited to transportation, general and administrative cost, etc. Labor rates will be paid on the basis of time at the site, unless otherwise agreed.

4. All fees, charges, and prices shall be inclusive of travel and other expenses required to perform the work. Any out of pocket expenses not included in the proposal prices, fees, and/or charges shall be identified, itemized and included with the proposal.

Tab 6. Vendor Information Form
Complete and sign Attachment E.

Tab 7. Appendices
Offerors who wish to submit additional material that will clarify their response may submit optional attachments.

5.2 General Requirements

5.2.1 Proposals shall be placed in a sealed, opaque envelope, and clearly marked in the lower left-hand corner with the RFP number, RFP title, and the date/time proposals are scheduled to be received. Proposals are to be submitted by mail, courier, or delivered in person ONLY to:

   Attn: Purchasing Office
   Caroline County Public Schools
   16221 Richmond Turnpike
   Bowling Green, Virginia 22427 / (804) 633-5088

5.2.2 CCPS is open for the receipt of proposal from 8:30 a.m. until 4:30 p.m., Monday through Friday (excluding holidays). CCPS is not responsible for deliveries attempted outside of these time periods or misdirected to other offices.

5.2.3 The time of receipt shall be determined by the time the hard copy proposal is signed in at the Purchasing Office. Offerors are solely responsible for ensuring that their proposal is stamped by Purchasing Office.
5.2.4 Any proposal received after the proposal due date and time as detailed on the first page of this solicitation whether by mail or otherwise, will not be accepted or considered. The time of receipt shall be determined by the time the proposal is signed in at the Purchasing Office. Offerors are solely responsible for ensuring that their proposal is stamped by Purchasing Office personnel by the deadline indicated.

CCPS is not responsible for delays in the delivery of mail by the U.S. Postal Service, private couriers, the intra-City mail system or delivery by other means. Offerors are solely responsible for ensuring that their proposal is received and stamped by Purchasing Office personnel by the deadline indicated.

5.2.5 See paragraph 5.1.2. above for information on submission requirements for the PDF copy of the Proposal.

5.2.6 CCPS, and its officers, employees or agents will not be responsible for the opening of a proposal envelope or package prior to the scheduled opening if that envelope or package is not appropriately sealed and marked as specified.

5.2.7 If CCPS declares administrative leave, scheduled receipt of proposals will be extended to the next business day after which administrative leave has been canceled.

5.2.8 Oral proposals or proposals delivered by electronic means such as facsimile and e-mail are not allowed and proposals so delivered will not be considered.

5.2.9 Questions regarding this solicitation must be in writing and received by no later than April 2nd, 2012. No inquiries, if received after April 2nd, 2012, will be given any consideration. Any material interpretation of a specification, as determined by the Purchasing Agent, will be expressed in the form of an addendum which will be sent to all prospective Offerors and/or posted on the eVA no later than three (3) days before the date set for receipt of proposals. Oral answers will not be authoritative.

5.2.10 Offerors are solely responsible for checking CCPS to insure that they have the most current information regarding the RFP.

5.2.11 All erasures, interpolations, and other changes in the proposal shall be signed or initialed by the Offeror. Carelessness in quoting business terms (i.e. prices), or in preparation of the proposal will not relieve the Offeror. When an error is made in extending total prices, the unit price will govern. Offerors are cautioned to recheck their proposals for possible error. Errors discovered after negotiation cannot be corrected, and the Offeror will be required to perform if its proposal is accepted.

5.2.12 Conditional proposals are subject to rejection in whole or in part.

5.2.13 Under no circumstances shall an Offeror, whose proposal has not been awarded, be entitled to any claim for compensation under this solicitation.

6. EVALUATION AND AWARD CRITERIA

6.1 Each proposal will be evaluated for full compliance with the RFP instructions to the offerors and the mandatory terms and conditions set forth within the RFP document. The objective of the Evaluation Committee is to recommend the contractor who is most responsive to the herein-
described needs of CCPS. The criteria are not necessarily given below in order of priority. The proposals shall be evaluated by CCPS using the following criteria:

6.1.1 **Project Approach/Methodology** – Depth of response, a clearly demonstrated understanding of CCPS's needs, the work to be performed, and the extent to which the Offeror is able to achieve the desired results. The completeness and reasonableness of the Offeror's plan for accomplishing the Scope of Work.

6.1.2 **Attributes of the Offeror/Project Team** - These factors include the experience, technical capabilities, professional competence, and qualifications (include evidence of current staff certifications for those being proposed) of the Offeror and proposed personnel assigned to provide their goods/services in accordance with the Scope of Services. Documented experience in providing services and/or performing and completing similar tasks/services for other governmental (including municipalities) clients in a timely manner. Offeror’s familiarity with the environment in which the programs operate.

6.1.3 **Proposal Compliance** – The Offeror’s responsiveness and extent to which the proposal meets the requirements of the RFP. Any proposed exceptions to contract language, Scope of Work requirements, or other sections of the RFP.

6.1.4 **Reasonableness of Proposal Costs** – Reasonableness and competitiveness of proposed prices for services and/or benefits to CCPS, although CCPS is not bound to select the Offeror who proposes the lowest fees or most benefits for goods/services. CCPS reserves the right to negotiate fees and/or benefits to CCPS with the selected Offeror(s) including discussions of the methodology utilized in arriving at the prices for services.

6.2 In addition to evaluating the Offeror’s proposal as submitted, CCPS may make such reasonable investigations and evaluations as deemed proper and necessary to determine the ability/capability of the Offeror to perform the services/furnish the goods. Such investigations may include checking client references, the Offeror’s fiscal responsibility (current Dunn and Bradstreet “Business Information Report”, other equivalent independent study, or audited financial statements, etc.); on-site visitations to inspect and/or assess the Offeror’s physical facilities and other capabilities; documentation that Offeror is licensed under applicable laws of the Commonwealth of Virginia; certification of other Offeror claims; and/or contract references. The Offeror agrees to cooperation and shall furnish to CCPS all such reasonable information/data and/or access for this purpose as may be requested. CCPS further reserves the right to reject any proposal if the evidence submitted by, or investigations of, such Offeror fails to satisfy CCPS that such Offeror is properly qualified to carry out the obligations of the contract and to provide the services and/or furnish the goods contemplated therein.

6.3 If in CCPS’s opinion, clarifications or presentations of the Offeror’s proposed services and/or goods’ features and capabilities are warranted for the purpose of obtaining additional information or clarification, CCPS will notify the appropriate Offerors. This will provide an opportunity for the Offeror to clarify or elaborate on the proposal. This is a fact finding and explanation session and may or may not include the opportunity for initial negotiations should CCPS so determine. Oral presentations are strictly at the option of CCPS and may or may not be conducted. Therefore, proposals should be comprehensive, competitive and complete.

6.4 CCPS reserves the right to accept or reject any or all proposals, to waive informalities, and to reissue any request for proposals and to award contracts to the qualified Offeror.
7. GENERAL TERMS AND CONDITIONS

By submitting a response to this solicitation, the Offeror is subject to the General Terms, Conditions and Instructions to Offerors included in Attachment A.

8. SPECIAL TERMS AND CONDITIONS

Contract Period and Renewal Options:
If a contract is awarded, it will cover the target period from date of award through an estimated two (2) year period ending on June 30th (“initial term”) or as otherwise negotiated and noted in the contract.

CCPS reserves the right to renew the contract upon the same terms, and conditions at the expiration of its initial term for up to three (3) additional years in one, or multiple year successive increments, except as otherwise provided herein, contingent upon availability of funds for the purpose and the needs of CCPS. Contract renewals must be authorized by and coordinated through CCPS Purchasing Department. The intended total contract engagement is not intended to exceed five (5) years.

Notice of intent to renew may be given to the Contractor in writing by CCPS, normally sixty (60) days before the expiration date of the current contract. Failure to give such notice will not constitute a breach of this contract. This notice will not be deemed to commit CCPS to a contract renewal.

Contractor shall notify CCPS, in writing, at least ninety (90) days prior to the then current contract period expiration if Contractor intends not to extend the contract term.

CCPS may extend the term of an existing contract for goods/services to allow completion of any work undertaken but not completed during the original term of the contract.

NON-APPROPRIATION OF FUNDS - All funds for payments by CCPS for goods/services under contract are subject to the availability of general or specific annual appropriation for this purpose by CCPS, as applicable. In the event of non-appropriation of funds by CCPS for the goods/services provided under contract, CCPS will terminate the contract, without termination charge to CCPS, on June 30th of the then current fiscal year or when the appropriation made for the then current year for the goods/services covered by the contract is spent, whichever event occurs first.

Confidentiality of Information:
The Contractor certifies that information and data obtained as to facts and circumstances related to CCPS shall be held confidential during and following the term of this Contract and will not be divulged without CCPS’s written consent, except to the Contractor’s attorneys, consultants, and advisors and unless otherwise required by law.

Standards of Conduct:
All work shall be performed in accordance with CCPS’s acceptable codes of conduct with particular sensitivity to rights and requirements regarding students and faculty. This requirement specifically includes guidelines listed in employee handbooks and other policy documents as issued by the CCPS.
Cancellation of Contract:
CCPS reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon ten (10) days written notice to the Contractor. Any Contract Cancellation Notice shall not relieve the Contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.

9. ATTACHMENTS

Attachment A: General Terms, Conditions and Instructions to Offerors
Attachment B: Sample Contract
Attachment C: Proprietary/Confidential Information Identification Form
Attachment D: Certification of Compliance Involving Crimes Against Children
Attachment E: Vendor Information Form
Attachment F: Compliance with Virginia Law for Transacting Business in Virginia
Attachment G: Information Technology Standards
Attachment H: Computer Systems Locations
ATTACHMENT A

GENERAL TERMS, CONDITIONS, AND INSTRUCTIONS TO OFFERORS
(Revised 7/28/10)

These General Terms and Conditions shall apply to all purchases and be a part of every contract awarded by CCPS unless otherwise specified in writing. Offerors, or their authorized representatives, are expected to inform themselves fully as to the conditions, requirements and specifications before submitting proposals. Failure to do so will be at the Offerors own risk and except as provided by law, relief cannot be secured on the plea of error.

The General Terms are subject to all Federal, State, and local laws, policies, regulations and rules. Proposals issued by CCPS will bind Offeror's to applicable conditions and requirements herein set forth unless otherwise specified in the solicitation.

1. **Compliance With All Requirements Including Ethics In Public Contracting:**
   The provisions contained in Virginia Code Sections 2.2-4367 through 2.2-4377, the Virginia Public Procurement Act, shall be applicable to all contracts solicited or entered into by CCPS.

   The provisions of this article supplement, but do not supersede, other provisions of law including, but not limited to, the State and Local Government Conflict of Interests Act (Title 2.2, Chapter 31 of the Virginia Code), the Virginia Governmental Frauds Act (Title 18.2, Chapter 12, Article 1.1 of the Virginia Code) and prohibitions against bribery and related offenses (Title 18.2, Chapter 10, Articles 2 and 3 of the Virginia Code). The provisions apply notwithstanding the fact that the conduct described may not constitute a violation of the Virginia Conflict of Interests Act.

   The Contractor shall comply with all applicable Federal, State and Local laws, codes and regulations. The Contractor shall give notice and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority bearing on the performance of the work.

2. **Acceptance Of Material:**
   The material and/or services delivered under this proposal shall remain the property of the seller until a physical inspection and actual usage of this material and/or services is made and thereafter accepted to the satisfaction of CCPS and must comply with the terms herein, and be fully in accord with specifications and of the highest quality. In the event that material and/or services supplied to CCPS is found to be defective, or does not conform to specifications, CCPS reserves the right to cancel the order upon written notice to the seller and return product to the seller at the seller’s expense.

3. **Anti-Discrimination:**
   By submitting their offers, Offerors certify that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With Disabilities Act and Section 2.2-4311 of the Virginia Public Procurement Act.

   3.1 In every contract over $10,000, the Contractor agrees as follows:

   3.1.1 The Contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the
normal operation of the Contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

3.1.2 The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, will state that such Contractor is an equal opportunity employer.

3.1.3 Notices, advertisements, and solicitations placed in accordance with Federal law, rule or regulation shall be deemed sufficient for the purpose of meeting these requirements.

3.2 The Contractor will include the provisions of 2.1 above in every subcontract or purchase order over $10,000, so that the provisions will be binding upon each subcontractor or vendor.

4. **Immigration Reform And Control Act Of 1986:**
By submitting their offers, the Offerors certify that they do not and will not during the performance of this Contract employ illegal alien workers or otherwise violate the provisions of the Federal Immigration Reform and Control Act of 1986.

5. **Debarment Status:**
By submitting their offers, Offerors certify that they are not currently debarred from submitting proposals on contracts in the Commonwealth of Virginia for the type of goods and/or services covered by this solicitation, nor are they an agent of any person or entity that is currently so debarred.

6. **Antitrust:**
By entering into a Contract, the Contractor conveys, sells, assigns, and transfers to the CCPS all rights, title, and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by CCPS under said Contract.

7. **Payment:**

**To Prime Contractor:**

Invoices for items ordered, delivered, and accepted shall be submitted by the Contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the contract number and/or purchase order number; social security number (for individual contractors) or the federal employee identification number (for proprietorships, partnerships, and corporations).

Any payment terms requiring payment in less than forty five (45) days will be regarded as requiring payment forty five (45) days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than forty five (45) days, however.

All goods or services provided under this Contract or purchase order, that are to be paid for with public funds. This contract is subject to cancelation or postponement based upon availability of funding.

The following shall be deemed to be the date of the payment: the date of postmark in all cases where payment is made by mail or the date of offset when offset proceedings have been instituted as authorized under the Virginia Debt Collection Act.

**Unreasonable Charges:** Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed. In such
cases, Contractors should be put on notice that final payment in full is contingent on a determination of reasonableness with respect to all invoiced charges. Charges which appear to be unreasonable will be researched and challenged and that portion of the invoice held in abeyance until a settlement can be reached. Upon determining that invoiced charges are not reasonable, CCPS shall promptly notify the Contractor, in writing, as to those charges which it considers unreasonable and the basis for the determination. A Contractor may not institute legal action unless a settlement cannot be reached within forty five (45) days of notification. The provisions of this section do not relieve an agency of its prompt payment obligations with respect to those charges which are not in dispute (Code of Virginia, Section 2.2-4363).

To Subcontractors:
A Contractor awarded a Contract under this solicitation is hereby obligated:

To pay the subcontractor(s) within seven (7) days of the Contractor’s receipt of payment from CCPS for the proportionate share of the payment received for work performed by the subcontractor(s) under the Contract; or

To notify CCPS and the subcontractor(s), in writing, of the Contractor’s intention to withhold payment and the reason.

A Contractor’s obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of CCPS.

8.  Precedence Of Terms:
The following General Terms and Conditions, APPLICABLE LAWS AND COURTS, ANTI-DISCRIMINATION, ETHICS IN PUBLIC CONTRACTING, IMMIGRATION REFORM AND CONTROL ACT OF 1986, DEPARMENT STATUS, ANTITRUST, MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS, CLARIFICATION OF TERMS, PAYMENT shall apply in all instances. In the event there is a conflict between any of the General Terms and Conditions and any Special Terms and Conditions in this solicitation, the Special Terms and Conditions shall apply.

9.  Required Contractor Certification Relating To Background Checks:
The Contractor shall provide written certification that states that no employee or representative of the Contractor who will have direct contact with students on school property during regular school hours or during school sponsored activities has been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. Such certification shall be provided to the Owner prior to awarding the Contract.

10. Qualifications Of Offerors:
CCPS may make such reasonable investigations as deemed proper and necessary to determine the ability of the Offerors to perform the services/furnish the good(s) and the Offerors shall furnish to CCPS all such information and data for this purpose as may be requested. CCPS reserves the right to inspect Offerors’ physical facilities prior to award to satisfy questions regarding the Offerors’ capabilities. CCPS further reserves the right to reject any offer if the evidence submitted by, or investigations of, such Offerors fails to satisfy CCPS that such Offerors is properly qualified to carry out the obligations of the Contract and to provide the services/furnish the goods contemplated herein.

11. Testing And Inspection:
CCPS reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications.
12. **Assignment Of Contract:**
   A Contract shall not be assignable by the Contractor in whole or in part without the prior written consent of CCPS.

13. **Availability of Funds:**
   It is understood and agreed between the parties herein that CCPS shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement.

14. **Clarification Of Terms:**
   If any prospective Offerors has questions about the specifications or other solicitation documents, the prospective Offerors should contact CCPS whose name appears on the face of the solicitation no later than the date/time listed on page 1 of the solicitation for the receipt of questions. Any revisions to the solicitation shall be made only by addendum issued by CCPS.

15. **Changes To The Contract** - Changes can be made to the Contract in any of the following ways:

   15.1 The parties may agree in writing to modify the scope of the Contract. An increase or decrease in the price of the Contract resulting from such modification shall be agreed to by the parties as a part of their written agreement to modify the scope of the Contract.

   15.2 CCPS may order changes within the general scope of the Contract at any time by written notice to the Contractor. Changes within the scope of the Contract include but are not limited to things such as services to be performed, the method of packing or shipment and the place of delivery or installation. The Contractor shall comply with the notice upon receipt. The Contractor shall be compensated for any additional costs incurred as the result of such order and shall give CCPS a credit for any savings. Said compensation shall be determined by one of the following methods:

   15.2.1.1. By mutual agreement between the parties in writing; or

   15.2.1.2. By agreeing upon a unit price or using a unit price set forth in the Contract, if the work to be done can be expressed in units, and the Contractor accounts for the number of units of work performed, subject to CCPS’s right to audit the Contractor’s records and/or to determine the correct number of units independently; or

   15.2.1.3. By ordering the Contractor to proceed with the work and to keep a record of all costs incurred and savings realized. A markup for overhead and profit may be allowed if provided by the Contract. The same markup shall be used for determining a decrease in price as the result of savings realized. The Contractor shall present CCPS with all vouchers and records of expenses incurred and savings realized. CCPS shall have the right to audit the records of the Contractor as it deems necessary to determine costs or savings. Any claim for an adjustment in price under this provision must be asserted by written notice to CCPS within forty five (45) days from the date of receipt of the written order from CCPS. If the parties fail to agree on an amount of adjustment the question of an increase or decrease in the Contract price or time for performance shall be resolved in accordance with the procedures for resolving disputes provided by Section 6.1. Neither the existence of a claim nor a dispute resolution process, litigation, or any other provision of this Contract shall excuse the Contractor from promptly complying with the changes ordered by CCPS or with the performance of
the Contract generally.

16. **Contractual Claims:**
Contractual claims, whether for money or other relief, shall be submitted in writing no later than 60 days after final payment; however, written notice of the Contractor’s intention to file such claim shall have been given at the time of the occurrence or beginning of the work upon which the claim is based. Any notice or claim shall be delivered to the Superintendent of Schools, Caroline County School Board, 16221 Richmond Turnpike, Bowling Green, Virginia 22427, and shall include a description of the factual basis for the claim and a statement of the amounts claimed or other relief requested. The Superintendent of Schools shall render a decision on the claim and shall notify the Contractor within 30 days of receipt of the claim. The Contractor may appeal the decision of the Superintendent of Schools to the School Board by providing written notice to the Superintendent of Schools, within 15 days of the date of the decision. The School Board shall render a decision on the claim within 60 days of the date of receipt of the appeal notice and such decision shall be final unless the Contractor appeals the decision in accordance with the Virginia Public Procurement Act and any other applicable requirements. Invoices for all services or goods provided by the Contractor shall be delivered to the School Board no later than 30 days following the conclusion of the work or delivery of the goods.

17. **Default Provision:**
In case of default by the Offeror, the declaration of which shall be at the sole discretion of CCPS. CCPS may procure the articles or services from other sources. The defaulting Offeror shall be liable for any and all costs in excess of the contract price resulting from such default, whether directly or indirectly.

18. **Taxes:**
CCPS is exempt from Federal Excise and State Sales and Use Tax on all tangible personal property purchased or leased by it for its use or consumption. The Contractor shall pay all County, City, State and Federal taxes required by law enacted at the time proposals are received and resulting from the work or traceable thereto, under whatever name levied. Said taxes shall not be in addition to the contract price between CCPS and the Contractor, as the taxes shall be an obligation of the Contractor and not CCPS, and CCPS shall be held harmless for same by the Contractor. Exemption certification will be supplied upon request.

19. **Use Of Brand Names:**
Unless otherwise provided in this solicitation, the name of a certain brand, make or manufacturer does not restrict Offerors to the specific brand, make or manufacturer named, but conveys the general style, type, character, and quality of the article desired. Any article which CCPS, in its sole discretion, determines to be equal of that specified, considering quality, workmanship, economy of operation, and suitability for the purpose intended, shall be accepted. The Offerors is responsible to clearly and specifically identify the product being offered and to provide sufficient descriptive literature, catalog cuts, and technical details to enable CCPS to determine if the product offered meets the requirements of the solicitation. This is required even if offering the exact brand, make or manufacturer specified. Normally in competitive sealed bidding only the information furnished with the bid will be considered in the evaluation. Failure to furnish adequate data for evaluation purposes may result in declaring an offer non-responsive. Unless the Offerors clearly indicates in its offer that the product offered is an “equal” product, such offer will be considered to offer the brand name product referenced in the solicitation.

20. **Delivery:**
All items shall be delivered F.O.B. destination, with delivery costs (including inside delivery when
specified) and charges included in the proposal price. Failure to do so may be cause for rejection of proposals. The School Board reserves the right to cancel any orders, or any part thereof, without obligation, if delivery is not made on the time specified in the proposals.

21. **Indemnification:**
   To the fullest extent permitted by law, the Contractor, for itself, heirs, representatives, successors and assigns agrees to save, defend, keep harmless and indemnify the School Board, and all of its officials, agents and employees (collectively, the “School Board”) from and against any and all claims, loss, damage, injury, costs (including court costs and attorney’s fees), charges, liability or exposure, however caused, resulting from, arising out of or in any way connected with the Contractor’s performance (or nonperformance) of the agreement terms or its obligations under this agreement.

22. **Insurance:**
   By signing and submitting a proposal under this solicitation, the Offeror certifies that if awarded the Contract, it will have the following insurance coverage at the time the contract is awarded. For construction Contracts, if any subcontractors are involved, the subcontractor will have workers’ compensation insurance in accordance with Section 2.2-4332 and 65.2-800 et seq. of the Code of Virginia. The Offerors further certifies that the contractor and its subcontractors will maintain this insurance coverage during the entire term of contract and that all insurance coverage will be provided by insurance companies authorized to sell insurance in Virginia by the Virginia State Corporate Commission.

**MINIMUM INSURANCE COVERAGE AND LIMITS REQUIRED FOR MOST CONTRACTS:**

- Workers’ Compensation – Statutory requirements and benefits. Coverage is compulsory for employers of three or more employees, to include the employer. Contracts who fail to notify the Commonwealth of increases in the number of employees that change their workers’ compensation requirements under the Code of Virginia during the course of the contract shall be in noncompliance with the contract.
  - Employers Liability -- $100,000.
  - Commercial General Liability -- $1,000,000 per occurrence. Commercial General Liability is to include bodily injury and property damage, personal injury and advertising injury, products and completed operations coverage. CCPS must be named as an additional insured and so endorsed on the policy.
  - Automobile Liability -- $1,000,000 per occurrence.

23. **Drug-Free Workplace:**
   By submitting their proposal, the Offeror shall in accordance with Section 2.2-4312 of the VPPA agree to maintain a drug-free workplace.

   In every contract over $10,000 provisions 20.1-20.4 below shall apply. During the performance of this contract, the Contractor agrees to

   23.1 Provide a drug-free workplace for the contractor's employees.
   23.2 Post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition.
23.3 State in all solicitations or advertisements for employees placed by or on behalf of the Contractor that the Contractor maintains a drug-free workplace.

23.4 Include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000, so that the provisions will be binding upon each subcontractor or vendor.

For the purposes of this section, "drug-free workplace" means a site for the performance of work done in connection with a specific contract awarded to a contractor in accordance with this chapter, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession use of any controlled substance or marijuana during the performance of the contract.

24. Method Of Payment
The contractor will be paid on the basis of invoices submitted for services rendered during the previous month. Payment will be net forty-five (45) days from receipt, and approval, by an authorized CCPS official, upon satisfactory completion of delivery. Payment shall be made after satisfactory performance of the contract in accordance with all the provisions thereof and upon receipt of a properly completed invoice. CCPS reserves the right to withhold any or all payments or portions thereof for contractor's failure to perform in accordance with the provisions of the contract or any modifications thereto.

Invoices shall be received by CCPS within 30 days after completion of the work/delivery of goods. Invoices shall include the appropriate contract purchase order number, invoice date, services date, description of the service rendered and/or goods delivered, qualities, the contract unit price, total cost and any other pertinent information. Invoices shall be sent to:

Caroline County Public Schools
Attn: Finance
16221 Richmond Turnpike
Bowling Green, VA 22427

25. Nondiscrimination of Contractors:
An Offeror, or Contractor shall not be discriminated against in the solicitation or award of this contract because of race, religion, color, sex, national origin, age, disability, faith-based organizational status, any other basis prohibited by state law relating to discrimination in employment or because the Offeror employs ex-offenders unless the state agency, department or institution has made a written determination that employing ex-offenders on the specific contract is not in its best interest. If the award of this contract is made to a faith-based organization and an individual who applies for or receives goods, services, or disbursements provided pursuant to this contract objects to the religious character of the faith-based organization from which the individual receives or would receive the goods, services, or disbursements, the public body shall offer the individual, within a reasonable period of time after the date of his/her objection, access to equivalent goods, services, or disbursements from an alternative provider.

26. Audit:
The Contractor shall maintain books, records and documents of all costs and data in support of the services provided under the resultant contract for a period of not less than three years after the effective date of final payment or contract termination. During this three year term, CCPS, or its authorized representative, shall have unlimited access to, and the right to audit, the books, records and documents of the Contractor during the Contractor’s normal working hours.

There shall be no fees or costs charged to CCPS by the Contractor for any such audit activities.
The Contractor shall include the audit provisions of this section in all subcontracts and contracts of any entity providing goods or services pursuant to this Contract so as to guarantee CCPS's rights to audit any person or entity performing work pursuant to the Contract, all at no additional cost to CCPS.

Should the Contractor fail to ensure CCPS' rights under this section, the Contractor shall be liable to CCPS for all reasonable costs and expenses CCPS may incur to obtain an audit or inspection of the records which would have otherwise been available under the provisions of this section.

27. **Pricing And Quantities:**

By submitting a proposal, the Offeror warrants that the pricing will be firm for acceptance for a period of 120 days from the date of proposal opening unless otherwise stated by CCPS.

Unless otherwise specified by CCPS, only firm pricing shall be considered. General terms such as “price in effect at time of delivery” shall not be considered for award. Prices shall be stated in the units of quantity specified in the Proposal form. In the case of an error in extension of prices in the proposals, the unit prices shall govern.

When a proposal is sought seeking a source of supply for a requirements contract for goods or services, the quantities or usage shown are estimates only. No guarantee is given or implied by CCPS as to the total amount that may or may not be purchased from any resulting contract. These quantities are informational only, but may be used for proposal evaluation.

28. **Protest Of Award Or Decision To Award:**

Any Offeror may protest the award or decision to award a contract by submitting a protest in writing to the Superintendent no later than ten (10) days after public notice of the award or the announcement of the decision to award, whichever occurs first. The written protest shall include the basis for the protest and the relief sought. The Superintendent shall issue a decision in writing within ten (10) days of the receipt of the protest stating the reasons for the action taken.

If prior to award it is determined that the decision to award is arbitrary or capricious then the sole relief shall be a finding to that effect. The Purchasing Agent shall cancel the proposed award or revise it to comply with the law. If, after an award, it is determined that an award of a contract was arbitrary or capricious, then the sole relief shall be as hereinafter provided. Where the award has been made but performance has not begun, the performance of the contract may be declared void by CCPS. Where the award has been made and performance has begun, the Superintendent may declare the contract void upon a finding that this action is in the best interest of CCPS. Where a contract is declared void, the performing Contractor shall be compensated for the cost of performance at the rate specified in the contract up to the time of such declaration. In no event shall the performing Contractor be entitled to lost profits.

Pending final determination of a protest or appeal, the validity of a contract awarded and accepted in good faith in accordance with this paragraph shall not be affected by the fact that a protest or appeal has been filed.

An award need not be delayed for the period allowed a Offeror to protest, but in the event of a timely protest, no further action to award the contract will be taken unless there is a written determination that proceeding without delay is necessary to protect the public interest or unless the offer would expire.

29. **Rider Clause:**

If authorized by the Offeror(s), resultant contract(s) will be extended to any jurisdiction within
the Fredericksburg and Richmond area of the Commonwealth of Virginia to purchase at contract prices in accordance with the contract terms.

Any jurisdiction utilizing such contract(s) will place its own order(s) directly with the successful contractor.

A negative reply will not adversely affect consideration of your proposal.

It is the awarded vendor's responsibility to notify the members shown below of the availability of the Contract(s).

Each jurisdiction has the option of executing a separate contract with the awardee. Contracts entered into with a jurisdiction may contain general terms and conditions unique to that jurisdiction including, by way of illustration and not limitation, clauses covering minority participation, non-discrimination, indemnification, naming the jurisdiction as an additional insured under any required Comprehensive General Liability policies, and venue. If, when preparing such a contract, the general terms and conditions of a jurisdiction are unacceptable to the awardee, the awardee may withdraw its extension of the award to that jurisdiction.

CCPS shall not be held liable for any costs or damages incurred by another jurisdiction as a result of any award extended to that jurisdiction by the awardee.
ATTACHMENT B
SAMPLE CONTRACT

THIS CONTRACT is entered into this ____ day of ________ between the CAROLINE COUNTY SCHOOL BOARD (the “School Board”), and ______________ (the "Contractor").

WITNESSETH

1. **Scope of Work.** That in consideration for payments by the School Board made in accordance with the payment terms provided in this Contract, the Contractor agrees to furnish ___________ to the School Board as further described in Caroline County School Board Request for Proposals __________, dated __________. The Contractor shall provide services or goods to the School Board according to the specifications of all Contract documents.

2. **Contract Documents.** The Contract documents shall include: (1) this Contract; (2) all documents distributed by the School Board, its representatives or employees as part of Request for Proposals # packet, including but not limited to the Request for Proposals ______________, the bidding instructions and the general conditions instruction sheet; and (3) the payment terms addendum to this Contract. The Contract documents **shall not** include the successful Bidder's bid or quote sheet, except that the price terms provided by the successful Bidder shall be included in the payment terms addendum to this Contract.

3. **Payment Terms.**

   a. The Contractor shall provide claims for payment for goods delivered or services rendered by submitting a proper invoice to the School Board for such delivered goods or completed services. Within twenty (20) days after receipt of any such invoice, the School Board shall notify the Contractor of any defect or impropriety that would prevent payment by the payment date. If the School Board does not so notify the Contractor, the School Board shall make payment to the Contractor within forty-five (45) days of receiving a properly submitted invoice. The amount(s) of such payment(s) shall be in accordance with the payment schedule appended to this Contract. The School Board shall not pay finance charges for late payments other than those authorized by Virginia Code Section 2.2-4352.

   b. Within seven days after receiving payment by the School Board for any goods delivered or services performed under this Contract by a subcontractor, the Contractor shall take one of the following two steps:

      (1) Pay the subcontractor(s) for the proportionate share of the total payment received from the School Board attributable to the goods received from or services provided by the subcontractor under the Contract; or

      (2) Notify the School Board and the subcontractor(s), in writing, of his intention to withhold all or a part of the subcontractor(s)’ payments with the reason for nonpayment.

      The Contractor shall pay interest to any subcontractor on all amounts owed by the Contractor that remain unpaid after seven days following receipt by the Contractor of payment from the School Board for goods delivered or services provided under this Contract, except for amounts withheld as permitted by this paragraph 3(b).

   c. Before the School Board makes any payment to the Contractor for goods received or services performed under the Contract, the Contractor shall provide his social security number or federal employer identification number.
4. **Term of Contract.** The term of this Contract shall be from ________ through ________. The School Board and the Contractor may extend the Contract by mutual, written agreement for no more than four one-year terms, conditioned on appropriate funding by the School Board.

5. **Contractual Claims.** Contractual claims by the Contractor, whether for money damages or for other relief available under applicable law, shall be submitted in writing to the Superintendent of the Caroline County Public Schools no later than sixty (60) days after final payment under this Contract. However, written notice of the Contractor’s intention to file any such claim shall have been given to the School Board at the time of the occurrence or beginning of the work upon which the claim is based. The School Board shall consider the claim and shall issue a written decision regarding the claim no more than sixty (60) days after the Superintendent receives the notification described herein.

6. **Non-discrimination.** During the performance of this Contract, the Contractor agrees as follows:
   
a. The Contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex or national origin, except where religion, sex or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the Contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting for the provisions of this nondiscrimination clause.

   b. The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, will state that such Contractor is an equal opportunity employer.

   c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purposes of meeting the requirements of this paragraph.

   d. The Contractor will include the provisions of this paragraph 6 in every subcontract or purchase order over $10,000 so that the provisions will be binding upon each subcontractor or vendor.

7. **Notice Requirements.** Any notice required by this Contract shall be sufficient if in writing and sent by registered or certified mail, return receipt requested, to the following party representatives, respectively:

   **If to the School Board:** Gregory N Killough  
   Superintendent of Schools  
   Caroline County School Board  
   16221 Richmond Turnpike  
   Bowling Green, Virginia 22427

   **If to the Contractor:**

   ___________________________

   ___________________________

   ___________________________

8. **Applicable Law.** This contract, its terms and conditions, shall be construed and interpreted
according to the laws of the Commonwealth of Virginia.

9. **Waiver of Breach.** The waiver by the School Board of a breach of any provision of this Contract by Contractor shall not operate or be construed as a waiver of any subsequent breach by Contractor.

10. **Entire Agreement.** This document and the other contract documents described herein constitute the entire agreement between the parties. The Contract may not be modified except by a writing signed by both parties.

    CAROLINE COUNTY SCHOOL BOARD

    By:  

    Date:  

    CORPORATION

    Firm:  

    By:  

    Date:  
ATTACHMENT C

PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION FORM

Trade secrets or proprietary information submitted by an Offeror in connection with this procurement transaction shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protection of this section prior to or upon submission of the data or the materials, and must identify the data or other materials to be protected and state the reason why protection is necessary (Section 2.2-4342.F. of the Code of Virginia). **Offerors shall submit in a separate section of the proposal any information considered proprietary and any copyrighted material and clearly identify the information as proprietary and/or copyrighted information. Offerors may not declare their entire proposal proprietary nor may they declare proposed pricing to be proprietary.** References may be made within the body of the proposal to proprietary information; however all information contained within the body of the proposal not in the separate section labeled proprietary shall be considered Public Information. **The Proprietary/Confidential Information Identification form (Attachment D) must be submitted with your proposal to identify any proprietary/confidential information.**

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Company Name

__________________________
Signature

__________________________
Date
ATTACHMENT D
CERTIFICATE OF COMPLIANCE INVOLVING CRIMES AGAINST CHILDREN

Contractor acknowledges that the implementation of this contract requires Contractor and Contractor's employees to have direct contact with Caroline County Schools’ students. Therefore, Contractor hereby certifies that neither Contractor nor, to the best of Contractor's knowledge, its employees who will have such contact, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.

For the purposes of this certification, "direct contact with students" means being in the presence of students on school property during regular school hours or during school sponsored activities.

Contractor understands that, pursuant to Code of Virginia §22.1-296.1(C), making a materially false statement in this Certification is a Class 1 misdemeanor and, upon conviction, the fact of such conviction shall be grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services. Caroline County Public Schools shall not be liable for materially false statements regarding the certifications required under this Contract.

______________________________________________
Company Name

______________________________________________
Print Name

______________________________________________
Signature

______________________________________________
Title

______________________________________________
Date
ATTACHMENT E

VENDOR INFORMATION FORM

1. **Vendor's Primary Contact:**
   
   Name: ____________________  Phone: ______________  Email: _______________________

2. **Years in Business:** Indicate the length of time you have been in business providing this type of goods or services:
   
   ___________ Years  ___________ Months

3. **Other information:**
   
   Tax ID#/FIN: ________________________________

   Check Followings Applied (Attached certificate copies if available)

   Small Business: ________________________________

   Woman-Owned/Controlled: ________________________________

   Minority-Owned/Controlled: ________________________________

   Type of Business

   Corporation: ________________________________

   Partnership: ________________________________

   Individual Trading in Own Name: ________________________________

   Individual Trading Under Trade Name: ________________________________

4. **Ordering Information:** Please specify the correct legal business name, contact person, address, phone and fax numbers that should be used for all purchase order submittals by CCPS.

   Legal Business Name: ________________________________

   Address: ________________________________

   City, State, Zip: ________________________________

   Contact: ________________________________

   Phone: ______________  Fax: ______________  Email: ________________________________

5. **Remittance Information:** (Provide only if different from ordering address)
Legal Business Name: ____________________________________________________________
Address: _______________________________________________________________________
City, State, Zip: _________________________________________________________________
Contact: _______________________________________________________________________
Phone: ___________ Fax: _______________ Email: _________________________________

6. Indicate below a listing of at least four (4) current or recent accounts, either commercial or
governmental, that your company is servicing, has serviced, or has provided similar goods. Include
the length of service and the name, address, and telephone number of the point of contact.

6.1 Company: ___________________________ Fax: (____) ____________
Contact:_________________ Phone: (___) _____ email: __________________________
Project: ____________________________
Dates of Services: ______________________ $ Value: ____________________________

6.2 Company: ___________________________ Fax: (____) ____________
Contact:_________________ Phone: (___) _____ email: __________________________
Project: ____________________________
Dates of Services: ______________________ $ Value: ____________________________

6.3 Company: ___________________________ Fax: (____) ____________
Contact:_________________ Phone: (___) _____ email: __________________________
Project: ____________________________
Dates of Services: ______________________ $ Value: ____________________________

6.4 Company: ___________________________ Fax: (____) ____________
Contact:_________________ Phone: (___) _____ email: __________________________
Project: ____________________________
Dates of Services: ______________________ $ Value: ____________________________

I certified the accuracy of this information.
Signed:________________________ Title: __________________________ Date: ____________
ATTACHMENT F

COMPLIANCE WITH VIRGINIA LAW FOR TRANSACTING BUSINESS IN VIRGINIA

The undersigned hereby agrees, if this proposal is accepted by CCPS, for such services and/or items that the undersigned has met the requirements of the Virginia Code Section 2.2-4311.2

Please complete the following by checking the appropriate line that applies and providing the requested information:

A.____ Offeror is a Virginia business entity organized and authorized to transact business in Virginia by the SCC and such Offeror’s Identification Number issued to it by the SCC is________________________. *(The SCC number is NOT your federal ID number).*

B.____ Offeror is an out-of-state (foreign) business entity that is authorized to transact business in Virginia by the SCC and such Offeror’s Identification Number issued to it by the SCC is __________________________.

C.____ Offeror does not have an Identification Number issued to it by the SCC and such Offeror is not required to be authorized to transact business in Virginia by the SCC for the following reason(s):

**Please attach additional sheets of paper if you need to explain why such Offeror is not required to be authorized to transact business in Virginia.**

_______________________________________________________________
Legal Name of Company (as listed on W-9)

_______________________________________________________________
Legal Name of Offeror

_______________________________________________________________
Date

_______________________________________________________________
Authorized Signature

_______________________________________________________________
Print or Type Name and Title
ATTACHMENT G

INFORMATION TECHNOLOGY STANDARDS

1. **Server Environment**
   These standards are in place to simplify support, ensure software compatibility, and reduce training efforts. Our current server hardware standards are as follows:

   - Hewlett Packard
   - Dell

2. **Web Server Standards and Guidelines**
   Debian and Ubuntu Servers running the LAMP (Linux, Apache HTTP Server, MySQL and PHP) platform are used for hosting Web sites on both the DMZ and Internal Networks. The DMZ Web Servers will be stand-alone servers with no connection to Active Directory domain information hosted on the Internal Network. Internal Network Web servers can be member servers in the Active Directory domain. Non-essential services such as FTP and SMTP will be removed where applicable.

   Communications between DMZ Web Servers and Internal Network Servers will be limited. Microsoft file shares will not exist on servers residing on the DMZ.

3. **Application Server Standards and Guidelines**
   Microsoft Windows Server 2008 R2 is the platform used for hosting applications on the Internal Network. Application servers can be member servers in the Active Directory domain. Non-essential services such as IIS, FTP and SMTP will be removed where applicable.

4. **Database Server Standards and Guidelines**
   Debian and Ubuntu Servers running MySQL and Microsoft Windows Server 2008 R2 are the platforms used for hosting databases on the Internal Network. Database servers can be member servers in the Active Directory domain. Non-essential services such as IIS, FTP and SMTP will be removed where applicable.

   Microsoft SQL Server consolidated database servers exist. These servers will be utilized for hosting database-related data required by new systems being evaluated. When necessary, Oracle is also available.

5. **Database Environment**
   The CCPS requires the use and management of Oracle and Microsoft SQL Server for database services. Given this technology, the new system must allow a mechanism by which information can be accessed, manipulated, reported on, or simply queried.

6. **Network Environment**
   The CCPS utilizes a Microsoft Active Directory environment using Microsoft Windows Server 2008 R2.

   The CCPS standard for networking gear is Cisco Systems.
The CCPS’s 10 buildings are connected by CCPS-owned single mode fiber, CCPS-owned directional wireless, and leased single-mode fiber, which supports CCPS’s WAN. The CCPS’s WAN is a switched Ethernet star. The switch standard is Cisco, and Cisco 4500 series switches are the backbone of CCPS’s WAN.

Microsoft Windows Server 2008 R2 servers provide application services.

The CCPS network connects to the Internet through a redundant firewall. Internet application servers reside on a DMZ network attached to the firewall, making them logically on the outside of the firewall via a controlled rule set.

The CCPS’s firewall and routers use pfSense. Many or all routers are Soekris embedded devices running pfSense.

7. Desktop and Printing Environment

7.1. Desktop Configuration

The CCPS currently deploys HP desktops as the standard desktop computer. The CCPS currently deploys all computers with:
- Intel CPU and Graphics
- 4 GB of RAM
- 250 GB Hard Drive
- 1000 Mbps network interface card

7.2. Printer Configuration

There are high, medium, and low volume black and white and color laser models. These standards will change as newer models are released. These printers will be network connected.

The CCPS’s goal is to eliminate as many inkjet type printers as possible. The CCPS also strives to centralize all printing to network-attached high volume printers, located strategically throughout each building.

The connection standard for CCPS will be a network-connected printer utilizing TCP/IP based printing.

7.3. Security

Standards and requirements exist at CCPS to ensure security and maintainability of installed systems. For example, access to servers is controlled by physical and logon security to maintain the integrity of the machine.

7.3.1. Firewall Rules and Allowances

All ICMPv4 and ICMPv6 traffic is allowed.

Internal computers do not directly connect to the Internet. All outbound traffic is NATed at the firewall.

A web filtering proxy server is transparently proxying all web traffic.

7.3.2. Anti-Virus Software

The CCPS does not use anti-virus software. The CCPS deploys AppLocker policies to
all Windows computers. AppLocker is a set of Group Policy settings that evolved from Software Restriction Policies, to restrict which applications can run on a corporate network, including the ability to restrict based on the application's version number or publisher.

7.3.3. Network Data Storage Guidelines

The CCPS uses Storage Area Network (SAN) and Networked Attached Storage (NAS) solutions for centralized storage of data files such as documents, images, and raw data for Internal Web, Application, and Database servers and users. New software applications should support this process.

7.3.4. Application Software Standards and Guidelines

Systems will be installed in a test environment prior to use in production. Installation and configuration documentation is required prior to any installation. Security, functional and user testing will verify the application will work securely and properly in CCPS’s network environment.

Once tested, CCPS personnel will, with offeror’s assistance if necessary, install the system into production. The test environment installation will remain operational concurrent with the production system for subsequent change and problem evaluation. All changes, upgrades or problem evaluation will be performed first on the test system.

7.3.5. Server Configuration Requirements and Guidelines

The CCPS utilizes rack-mounted HP servers housed in a secure and temperature controlled environment. Redundant power supplies and fans are required. All servers use mirrored drives for the operating system. Database servers are configured to maximize data access by placing the operating system, transaction logs, and data on separate channels.

8. Equipment inventory

The CCPS has the following quantities of equipment:

- 1700 desktop computers
- 100 projectors and interactive boards
- 700 laptop computers
- 125 network printers
- 40 servers
- 50 switches
- 10 routers
- 350 wireless access points
ATTACHMENT H
COMPUTER SYSTEMS LOCATIONS

Caroline High School
19155 Rogers Clark Blvd.
Milford, VA 22514
Phone: (804) 633-9886

Bowling Green Primary
17176 Richmond Turnpike
Milford, VA 22514
Phone: (804) 633-6401

Madison Elementary School
9075 Chance Place
Ruther Glen, VA 22546
Phone: (804) 448-2171

Central Office
16221 Richmond Turnpike
Bowling Green, VA 22427
Phone: (804) 633-6101

Lewis and Clark Elementary School
18101 Clark and York Blvd.
Ruther Glen, VA 22546
Phone: (804) 448-0175

Caroline Middle School
13325 Devil's Three Jump Rd.
Milford, VA 22514
Phone: (804) 633-6561

Caroline Diversified Learning Center
7278 Ladysmith Road
Ruther Glen, VA 22546
Phone: (804) 448-3211

Transportation Department
13487 Devil's Three Jump Rd.
Milford, VA 22514
Phone: (804) 633-6562

Bowling Green Elementary School
16261 Richmond Turnpike
Bowling Green, VA 22427
Phone: (804) 633-6101

Maintenance Department
17494 New Baltimore Rd.
Milford, VA 22514
Phone: (804) 633-677
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: 2012-2013 Special Education Annual Plan

RECOMMENDATION: First reading of Special Education Annual Plan

RATIONALE: Per Regulations Governing Special Education Programs for Children with Disabilities in Virginia (7/9/2009), localities must submit a yearly request for funding to include local assurances of compliance and a summary of how funds granted will be spent.

BUDGET CATEGORY: Part B, Section 611 Flow Through Funds
Part B, Section 619 Special Education Preschool

ESTIMATED COST: N/A

LEGAL REFERENCE: United States Department of Education/Virginia Department of Education

Lisa C. Roarty
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: 2012-13 Perkins Local Plan and Budget for Career and Technical Education

RECOMMENDATION: First Read of the Perkins Local Plan

RATIONALE: The Perkins Local Plan ensures continuous improvement of career and technical education programs through the development, assessment, and continuous improvement of career pathways or programs of study comprised of academic and career and technical education (CTE) instruction.

Each Perkins career pathway program is created to:

- Align education with state and regional workforce needs as defined by employers
- Inform and advise learners about career and training opportunities in key industries
- Issue degrees, certificates, diplomas, and certifications that are meaningful to employers
- Foster smooth transitions for individuals to progress in education and training
- Provide experience-based learning, including cooperative education, internships, service learning, and business-based projects designed to foster employability skills.

The state allotment last year was for the amount of $68,013.32. We anticipate level funding for the 2012-13 school year in our Perkins Local Plan.

Cathy M. McConnell
Signature
Welcome to the 2012-2013 Career and Technical Education (CTE) Local Plan and Budget Application in Excel. Please use the tabs at the bottom of this spreadsheet to complete the Certification and Assurances, Performance Assessment, and the Career and Technical Education Management System (CTEMS) Schedules 1 - 18. Use your local personal computer to prepare the document for submission to the Virginia Department of Education's (VDOE) through the Online Management of Education Grant Awards (OMEGA) reporting system.

To print Annual Plan Document, please select this button:  

Print Annual Plan

To view the Annual Plan Document by pages, click on "Page Break Preview" under View.

NOTE: For additional instructions on how to submit files in OMEGA, please consult the OMEGA User's Manual at: 
Or, once you are in OMEGA on the division's opening page, you may click "Help" in the top right sidebar, and the first paragraph has the link to the OMEGA User's Guide. Additionally, you may e-mail questions or concerns regarding OMEGA by clicking on "Omega Support" in the top right sidebar.
Also, you may contact OMEGA Support at 804-371-0993 or: Omega.Support@doe.virginia.gov
For questions concerning the CTE Local Plan and Budget Application, please contact George Willcox, coordinator, or Glenn Anderson, specialist, CTE Planning, Administration and Accountability, as assigned in Appendix A at (804) 786-4206 or CTE@doe.virginia.gov Do NOT contact OMEGA Support.

Introduction
The Carl D. Perkins Career and Technical Education Act of 2006 (referenced from this point on as the "Perkins Act" or "Perkins IV") requires that each eligible recipient develop and implement a Local Plan for Career and Technical Education that includes specific information in the following three areas:

1. program and services descriptions,
2. required uses of funds, and
3. permissible uses of funds.

In an effort to reduce or eliminate redundancy as you respond to the Perkins Act, each requirement is dealt with on a separate schedule. A text box is provided for you to enter comments, additional categories, or narratives needed to describe or explain a particular program. Please follow the specific instructions listed for each schedule.

To be eligible for career and technical funding, local school divisions must complete the appropriate schedules and include certifications of compliance with all statements of assurance and all conditions. The schedules provided are designed to set forth the proposed career and technical education programs, services, and activities to be funded. The local application for career and technical education funds must be submitted through the Single Sign-On for Web Systems (SSWS) via the OMEGA reporting system (be sure to save as a 2003 Excel .xls file before uploading).

Local Plan Due Date
In compliance with federal requirements, the local school division must submit its application to the Virginia Department of Education (VDOE) in "substantially approvable form" via OMEGA not later than April 30, 2012. In order to obligate Perkins funds on July 1, 2012, school divisions must adhere to the submission due date.

Federal Grants
Under the provisions of the Perkins Act, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the Career and Technical Education Management System (CTEMS) document and meets all necessary conditions and assurances related to the use of these funds.
### Basis for Determining 2012-2013 Perkins Grants to Local Education Agency (LEA)

Grants made to local education agencies are determined by the following formula:

Thirty (30) percent shall be allocated to such local educational agencies in proportion to the number of individuals in grades 9 through 12 (ages 15-19), inclusive, who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy (70) percent shall be allocated to such local educational agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school division served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for the most recent Census Bureau estimate.

### Appropriate Use of Federal Funds (See Appendix B.)

**Section 135. Local Uses of Funds**

(a) **General Authority** - Each eligible recipient receiving funds under this part shall use such funds to improve career and technical education programs.

**Program Improvement**

As in prior Perkins Acts, Perkins IV does not identify "program improvement" nor was the past definition, in Perkins I, repealed; thus we must refer to previous legislation for a definition and guidance. In the August 14, 1992, Federal Register Part III 34 CFR Part 400, et al.: State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education: Final Rule; Appendix A-Analysis of Comments and Changes, Part 403-State Vocational and Applied Technology Education Program, pages 36826-36827, you will find the Section titled "Improving Vocational Education" followed by "Comments and Discussion."

The following statement appears under the discussion caption: "The Secretary believes that a State and its eligible recipients should have the flexibility to determine how funds awarded under 403.112, 403.113, or 403.116 will be used to 'improve' career and technical education programs for their students. The Secretary does not believe that it is possible to develop a definition of 'program improvement' that would apply in all cases. Thus, while a State is free to use the guidelines provided in the previous regulations implementing the previous act, they are not required to do so."

Note. As a state agency, Virginia will allow funding for projects, services, or activities beyond three years as long as all Perkins performance standards are showing state-defined continuous improvement: meet, or exceed the adjusted state-level performance standards. If any of the Perkins performance standards fail to show continuous improvement, then local school divisions may not utilize Perkins funds for more than three years on any project, service, or activity unless there are justifiable special circumstances. Justification to extend funding beyond the third year on any project, service or activity that failed to show continuous improvement must be submitted to the Virginia Department of Education, Career and Technical Education prior to further implementation. The three years began with 2006 - 2007, the initial year of the Perkins IV Act or the year of the project, service or activity's inception, whichever is the later date.

**Funds for Administration of the Federal Grant Award**

Up to five percent of the total federal grant award may be used to administer activities to carry out purposes of the Perkins Act. In addition, monies may be expended to purchase equipment used for administrative purposes, such as microcomputers.
SPECIAL NOTES

1 **Allocations for completing the local budget:** Use your current year allocation to complete the local budget part of this application. Once the VDOE receives the new allocations for the next school year from the U.S. Department of Education, school divisions will be notified by a Superintendent's Memorandum. If you have already submitted your CTE Local Plan and Budget Application prior to the final allocation, you will need to amend your budget and Budget Worksheet.

2 **Review of Local Plan and Budget Applications.** Please see the list in Appendix A of these directions to determine who will be reviewing your plan at the VDOE. If you have questions, please contact the appropriate CTE coordinator.

3 **Required and Permissive Uses of Perkins Funds:** Virginia allows up to 40 percent of your total Perkins allocation for Permissive Uses of Funds. School divisions must use 60 percent or more on Required Uses of Funds. Both Required and Permissive Uses of Funds are designated by the Carl D. Perkins Career and Technical Education Act of 2006 (refer to Appendix B). If you have questions, please contact the appropriate CTE staff.

4 **Expenditure Account Descriptions:** Be sure to use Appendix C for accurate assignment of expenditures in the budget segment of your application.

5 **DO NOT Round Budget Amounts:** In the application, the budget total must match the federal allocation exactly. Do not round budget amounts.

6 **Regional Career and Technical Centers:** Complete the plan using the schedules identified on the CTEMS Schedules Checklist tab.

7 **Accountability Report.** An accountability report will be required at the end of the fiscal period to report actual financial data for items included on CTEMS Schedules 16 and 17 and to report items of equipment purchased in whole or in part with federal funds.

8 **Prior-Year Data:** Prior-year data will serve as the basis for projecting 2012-2013 state or federal funding in the following categories:

   - SOQ Add-on
   - Federal Grants
   - Extended Contracts
   - CTE Center Administrators
   - Adult Occupation Supplements
   - Adult Occupation Teachers, Full-time
   - Adult Occupation Teachers, Part-time
   - (Principals and Assistant Principals)

9 **New Programs/Courses.** These are reported outside of the OMEGA application. The Application for New Career and Technical Education Programs/Courses is located at and may be downloaded from:

   http://www.doe.virginia.gov/instruction/career_technical/administration/index.shtml
SPECIFIC DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

NOTE: When using hyperlinks, you may return to your original schedule by clicking the tab where you were working at the bottom of this screen.

1 CERTIFICATIONS AND ASSURANCES

Use the drop-down menu to choose your school division and division number. Complete all other requested information and obtain signatures. The original Certification and Assurances page(s) with appropriate signatures must be retained and filed at the local level. A copy of the signed Certification and Assurances page(s) must be faxed to the Office of Career and Technical Education at 804-530-4560.

For assistance in obtaining access to OMEGA, (User Permission Form for School Divisions - OP1), the OMEGA User's Guide, and requirements for application submission, please refer to the OMEGA information page at:


2 TECHNICAL SKILLS ASSESSMENT CERTIFICATION

Review each statement and obtain the signature of the director/coordinator of career and technical education and the division superintendent.

3 PERFORMANCE ASSESSMENT REPORT

Complete all required information. This section replaced the Local Improvement Plan as of the 2007 - 2008 school year. Performance standards that are not being met should be addressed within the schedules of the plan and the budget.

4 CTEMS SCHEDULES

To ensure compliance with provisions of the Perkins Act, you must provide descriptions of CTE services in the schedules as appropriate. Please indicate in narrative format, where required, your division's practices, policies, or plans. Use the CTEMS Schedule Checklist tab to identify required or optional schedules to be completed for divisionwide local plans and for CTE Regional Technical Centers.

Schedule 1

Stakeholder Participation/Involvement. Describe your local process for involving the required groups in the development, implementation, and evaluation of career and technical education programs.

Schedule 2

Application for Local Career Cluster and Career Pathway Plans of Study. By the beginning of the 2012-2013 school year, school divisions must have in place at least one career pathway representing each program area offered. School divisions may either submit an Academic and Career Plan template or the CTE Plan of Study template. Please fax a copy of your completed 2012-2013 Career Cluster/Pathway Plan of Study template to 804-530-4560 for separate approval.

Schedule 3

Special Populations Report. List the number of individuals eligible for services provided by the school division in each of the following special populations: economically disadvantaged (K-12), disabled (K-12), limited English proficient/English language learners (K-12), migrant students (K-12), single parents (7-12), nontraditional--underrepresented gender group (7-12), and displaced homemakers (7-12).

Strategies for Overcoming Access Barriers and Assuring Success for Special Populations. 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 or success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Non-discrimination Statement. 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.

Identification of Services. Check the appropriate services offered for each special population in your division.

*Please note that child-care, special transportation, and special seminars for fathers, teens, e.g., are only available to single-parents, nontraditional, and displaced homemaker students.*
**Schedule 4**

**Strengthen/Improve Academic and Technical Skills.** Indicate in the program area checklist activities for fiscal year 2012-2013 that are intended to strengthen and improve the academic and technical skills of participating students.

**Schedule 5**

**All Aspects of Industry.** Indicate in the program area checklist activities for fiscal year 2012-2013 that are intended to provide students with experience in and understanding of all aspects of industry.

**Schedule 6**

**Technology in Career and Technical Education.** Indicate in the program area checklist activities for fiscal year 2012-2013 that are intended to develop, improve, or expand the use of technology in career and technical education.

**Schedule 7**

**Professional Development.** Indicate in the program area checklist activities for fiscal year 2012-2013 that are intended to provide professional development to teachers, career counselors, and administrators associated with any of your career and technical programs. Also, in the second program area checklist, indicate the number of teachers who will be participating in professional development activities.

**Schedule 8**

**Evaluation of Career and Technical Education Programs.** Agreement to each item is required for fiscal year 2012-2013 to develop and implement evaluations of the career and technical education programs.

**Schedule 9**

**Improvement, Expansion, and Modernization.** Indicate in the program area checklist activities for fiscal year 2012-2013 that are intended to initiate, improve, expand and modernize quality career and technical education programs.

**Schedule 10**

**Using Data to Improve Career and Technical Education.** Describe how you will use the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education.

**Schedule 11**

**Sufficient Size, Scope, and Quality of Program Services and Activities.** Indicate in the service/activity checklist that programs provided and funded under this Perkins Act are of sufficient size, scope, and quality to ensure effectiveness.

**Schedule 12**

**Secondary/Postsecondary Linkages.** Identify and provide details (where applicable) for fiscal year 2012-2013 activities implemented to facilitate linkage between and transition from secondary to postsecondary programs. **Employment Counseling.** Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled. **Placement Services and Job-Seeking Skills.** Describe placement services provided for all students exiting school. Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

**Schedule 13**

**Equity Provisions of General Education Provision Act.** Describe steps that will be taken to ensure equitable access to, and equitable 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 equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
Schedule 14

**Labor Market Needs.** Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet the needs of your local school division.

Schedule 15

**Participation in Regional Technical Education Programs.** (Only to be completed by school divisions participating in regional programs that serve multiple divisions.)

Column A: Total CTE Students in School Division
Indicate the total number of students enrolled in CTE classes in your division. This should include students participating/enrolled in courses at the home school and in the regional programs. This should be an **unduplicated count.** Use current year data. **Add to your unduplicated count the number of students attending class at a regional center.**

Column B: Number of CTE Students Enrolled in Courses in Regional Career and Technical Education Programs
Indicate the number of students from your divisions participating in regional programs. Use current year data.

Column C: Percent of CTE Students
Divide the number in Column B by the number in Column A. Once Columns A and B are completed, the calculation is automatically programmed for Column C.

Column D: Amount of Perkins Funds to be Sent to the Regional Career and Technical Education Programs
The amount of Perkins funding in Column D must equal the percentage identified in Column C. (Multiply total Perkins funding allocation times percentage in Column C.)

Schedule 16

**Career and Technical Education Financial Data**

*Administration (State and Local Funds)*

Lines 1 and 2: Principals and Assistant Principals
Indicate the TOTAL projected costs of career and technical center administrators (principals and assistant principals) by category. Indicate projected state and local for each.

Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)

Line 3: Extended Contracts
Indicate the projected TOTAL costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all career and technical program areas.

Line 4: Adult Occupation Supplements
Indicate the projected TOTAL costs, by state and local projected expenditures, for adult supplements.

Line 5: Adult Occupation Teachers (Full-time)
Indicate the projected TOTAL costs, by state and local projected expenditures, for all full-time adult teachers.

Line 6: Adult Occupation Teachers (Part-time)
Indicate the projected TOTAL costs, by state and local projected expenditures, for all part-time adult teachers.

Line 7: Operational Costs (Local Funds Only)
Indicate the projected TOTAL local expenditures for salaries. Do not include extended contract supplements.

Line 8: Instructional Supplies and Materials (Local Funds Only)
Indicate the projected TOTAL local expenditures for instructional supplies and materials.

Line 9: Other Instructionally Related Costs (Local Funds Only)
Indicate the projected TOTAL local expenditures for other instructionally related costs.

Line 10: Equipment (Local funds Only)
Indicate the projected TOTAL local expenditures for equipment. Localities must meet the state maintenance of effort for equipment.
Schedule 17
Budget of Perkins Funds

The Perkins Act contains the following statement in Section 135 (a):

*General Authority - Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.*

1. In Column 1, indicate required or permissive funds and the funding requirement code under required or permissive for which expenditures are planned using federal funds. *Use the arrow above the pop-up message to access the drop-down menu to choose codes. A link in the Column heading will take you to Appendix B of the Instructions for code explanations.* A locality must fund professional development, activities to prepare special populations, and one or more additional required uses of funds before permissive items can be funded. Warning: The total amount for permissive items may **not exceed 40 percent** of the total federal grant (a note will appear if you exceed the 40 percent).

2. In Column 2, use the drop-down menu to indicate the *name of the program area* for which expenditures are planned using federal funds. "All" is an option.

3. In Column 3, describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins Act.

4. In Column 4, using the drop-down arrow, identify the object code used for budgeting expenditures.

5. In Column 5, using the drop-down arrow, identify the source of funding: FED - Federal, ST - State, or LOC - Local. Fill in the amount for each category identified.

Schedule 18
Administration/Administrative Equipment Funds and Budget Summary Worksheet

Administration and Administrative Equipment

Enter description and amounts to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. The **total amount** for administration may **not exceed 5 percent** of the total federal grant (a note will appear if you exceed the 5 percent).

Summary Budget Worksheet

The Worksheet will automatically classify the Federal proposed activities identified on CTEMS Schedule 17 - Budget of Perkins Funds, and Schedule 18 - Administrative and Administrative Equipment, according to the correct expenditure categories on the Summary Budget Worksheet. Refer to Appendix C for Expenditure Accounts Descriptions. The total amount of all expenditure categories **must equal** the CTEMS Schedule 17 Grand Total.

NOTE: Please coordinate with your finance and/or budget office for the correct placement of budget items into the expenditure categories.

Comments Page

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.
## APPENDIX A
### LOCAL DIVISION ASSIGNMENTS

<table>
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804-786-4206

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<td>207</td>
<td>West Point</td>
<td>143</td>
<td>Manassas City</td>
</tr>
<tr>
<td>302</td>
<td>Jackson River Technical Center</td>
<td>144</td>
<td>Manassas Park City</td>
</tr>
<tr>
<td>307</td>
<td>New Horizons Technical Center</td>
<td>301</td>
<td>Charlottesville-Albemarle Technical Ctr.</td>
</tr>
<tr>
<td>308</td>
<td>Pruden Center</td>
<td>304</td>
<td>Massanutten Technical Center</td>
</tr>
<tr>
<td>310</td>
<td>Northern Neck Technical Center</td>
<td>306</td>
<td>Valley Vocational Technical Center</td>
</tr>
<tr>
<td>900</td>
<td>Department of Correctional Education</td>
<td>309</td>
<td>Rowanty Technical Center</td>
</tr>
<tr>
<td>913</td>
<td>Virginia Community College System</td>
<td>311</td>
<td>Amelia-Nottoway Technical Center</td>
</tr>
</tbody>
</table>
### Section 135. Local Uses of Funds

(a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.

(b) **Requirements for Uses of Funds.** *(Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.)* Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in the Section 122(c)(1)(A), to ensure learning in:
   - the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965), and
   - career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. develop, improve, or expand the use of technology in career and technical education, which may include:
   - training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   - providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
   - in-service and pre-service training on
     - effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
     - effective teaching skills based on research that includes promising practices;
     - effective practices to improve parental and community involvement; and
B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;  
C. internship programs that provide relevant business experience; and  
D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;  
6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;  
7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;  
8. provide services and activities that are of sufficient size, scope, and quality to be effective; and  
9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

(c) Permissive. Funds made available to an eligible recipient under this title may be used for the following:  
1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;  
2. to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that –  
   A. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and  
   B. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;  
3. for local education and business (including small business) partnerships, including for –  
   A. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;  
   B. adjunct faculty arrangements for qualified industry professionals; and  
   C. industry experience for teachers and faculty;  
4. to provide programs for special populations;  
5. to assist career and technical student organizations;  
6. for mentoring and support services;  
7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
   A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   B. postsecondary dual and concurrent enrollment programs;
   C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
   D. other initiatives –
      i. to encourage the pursuit of a baccalaureate degree; and
      ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. to provide activities to support entrepreneurship education and training;
12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. to develop and support small, personalized career-themed learning communities;
14. to provide support for family and consumer sciences programs;
15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
18. to provide support for training programs in automotive technologies;
19. to pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include –
   A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   B. establishing, enhancing, or supporting systems for –
      i. accountability data collection under this Act; or
      ii. reporting data under this Act;
   C. implementing career and technical programs of study described in Section 122(c)(1)(A); or
   D. implementing technical assessments; and
20. to support other career and technical education activities that are consistent with the purpose of this Act.

(d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted under this section.
These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact the grants administrator, Terry Dougherty at 804-225-3349 or CTE@doe.virginia.gov.

**OBJECT CODE DEFINITIONS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td><strong>PERSONAL SERVICES</strong> - All compensation for the direct labor of persons in the employment of the local government, educational agency and/or school division.</td>
</tr>
<tr>
<td></td>
<td>• Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation.</td>
</tr>
<tr>
<td></td>
<td>• Payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.</td>
</tr>
<tr>
<td></td>
<td>Any CTE position salary and benefits costs that are considered as “administrative costs” associated with the administration of the postsecondary education programs and should be reported on the monthly OMEGA Reimbursement Request separately under the “CTE Program Administration” Program Area, rather than reported under “Unspecified.”</td>
</tr>
<tr>
<td></td>
<td>Perkins limits the amount of funds to be used for administration to no more than five percent of the grant award (Ref: Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 135. Local Uses of Funds. (d) Administrative Costs). “Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of the activities assisted under this section.”</td>
</tr>
<tr>
<td></td>
<td>Perkins defines “Administration” as activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. The Perkins Act further lists administration as duties for developing the state/local plan, reviewing plans, monitoring and evaluating program effectiveness, assuring compliance with federal laws, providing technical assistance, and supporting and developing state data systems relevant to the provisions of the Perkins Act.</td>
</tr>
<tr>
<td></td>
<td>Administration costs does not include curriculum development activities, personnel development, or research activities.</td>
</tr>
<tr>
<td>2000</td>
<td><strong>EMPLOYEE BENEFITS</strong> - Job related benefits provided employees are part of their total compensation.</td>
</tr>
<tr>
<td></td>
<td>• Fringe benefits include the employer’s portion of FICA, pensions, and insurance (life, health, disability income, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Employee allowances.</td>
</tr>
<tr>
<td>3000</td>
<td><strong>PURCHASED/CONTRACTUAL SERVICES</strong> - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.</td>
</tr>
<tr>
<td></td>
<td>• CTE Education, Adult Education, CTE Regional Consortium, or Tech Prep Consortium services and fees paid to another authority, local school division or other governmental entity.</td>
</tr>
<tr>
<td></td>
<td>• Conference registration fees, airline tickets and/or lodging expenses paid directly to another public authority (VA Tech, UVA, etc.), professional organizations (VACTE, VATIE, VBEA, VAME, VAAE, VTEEA, VATFACS, VAHAMSEA, CTSO, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Payments made to county or school division credit cards for conference registration fees, airline tickets or lodging charges.</td>
</tr>
</tbody>
</table>

(Continued)
4000 **INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services.

- Data processing.
- Automotive/motor pool usage.
- Central purchasing/central stores.
- Print shop.
- Risk management.

5000 **OTHER CHARGES** – Includes expenditures that support the CTE program, including school division and CTE administrators, staff, teachers or consultant expenses for training, conference registration, travel, lodging, and meals (payments must be reimbursed directly to the individual).

- Conference registration fees, airline tickets, travel, lodging or meals **expenses reimbursed directly to the individual** rather than another public authority, professional organizations, airlines and/or hotels.
- Leasing/rental fees for welding gas cylinders, etc.
- Indirect cost charges paid to the educational agency, community college or school division.

Each reimbursement request line entry for the travel expenditures must provide the following detailed information, as appropriate:

- Status of individual (i.e., CTE administrator, teacher, advisor, etc.).
- Name of the meeting/training/seminar/conference (must be a Perkins education program related meeting, training and/or conference).
- Date(s) of the travel or meeting/training/seminar/conference.
- Location (city/state) of the travel or meeting/training/seminar/conference.
- Type(s) of travel/training expenditure(s) included in the reimbursement amount (i.e., travel – airfare, mileage, rental car, lodging, meals, registration, etc.).

6000 **MATERIALS AND SUPPLIES** – *Federal Perkins grant award funds cannot be used to purchase materials, supplies and/or commodities that are consumed or materially altered when used.*

*Object Code 6000 cannot be used for the CTE Local Plan and CTEMS Schedules 17 Budget and 18 Administration Budget Summary Worksheet, OMEGA Perkins budget transfers or any federal Perkins grant award funds reimbursement requests.*

8000 **CAPITAL OUTLAY/EQUIPMENT** – Expenditures for the acquisition of or additions to capitalized assets. *All equipment purchases, no matter the dollar value of the purchase, MUST BE claimed under Object Code 8000 in order to be reimbursed with federal Perkins grant award funds.*

Equipment means any instrument, machine, apparatus, or set of articles that meets all of the following criteria:

- Listed on the State Approved Equipment for CTE Programs listed on the VDOE Web site at: www.doe.virginia.gov/instruction/career_technical/equipment/index.shtml
- It retains its original shape, appearance, and character with use;
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- It is non-expendable;
- Under normal use, it can be expected to serve its principal purpose for at least one year; and
- Excludes supplies and materials as defined by the Virginia Department of Planning and Budget’s Expenditure Structure, Part II.A 13-XX, Supplies and Materials, June, 2011, (pages 12-15).

(Continued)
Federal Perkins funds **CANNOT** be used for:
- Capital improvements, upgrades or improvements to physical structures, buildings, classrooms, laboratories, and etc.
- Purchase used or repaired equipment.
- To repair equipment or to purchase repair parts for equipment.
- Installation of equipment unless installation is included in the original purchase price of the equipment.
- Purchase materials, supplies and/or commodities that are consumed or materially altered when used (i.e., welding gases, paints, lumber, sheet metal, batteries, solvents, and etc.).

Federal Perkins funds **CAN** be used for:
- Purchase a classroom reference set of textbooks.
- Computer and software upgrades.
- Rechargeable batteries if part of the original purchase price of equipment (i.e., digital camera, portable drill, etc.).
Virginia Department of Education  
Office of Career and Technical Education Services  

LOCAL PLAN  
FOR  
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS  
2012-2013  

(A copy of this signed form must be faxed to the Office of Career and Technical Education at 804-530-4560)

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. Via signatures below, this division certifies that it will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:

Requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Please note this includes:

- Perkins IV 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 8 (CTEMS Schedule Tab).

Division Applicant Name (Legal Name of Agency)  
Caroline County Public Schools

Division Number 017

CTE Administrator Name  
Bryant Allen

Mailing Address (Street, City or Town, and Zip Code)  
19155 Rogers Clark Boulevard, Milford VA 22514

Mailing Address (If different than applicant address)  
16221 Richmond Turnpike, Bowling Green VA 22427

Phone (ext): (804) 633-9886  
Fax: (804) 633-2435

Phone (ext): (804) 633-5088  
Fax: (804) 633-5563

E-mail: ballen@ccps.us

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

Certification and Assurances Page 1  
2012-2013 Local Plan
Carl D. Perkins Career and Technical Education Act of 2006 Assurances (continued on next page)

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable Virginia Public School Laws.

2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Sec. 119(d)(1-2))

3. 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 IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(c)(13))

4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(3))

5. 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(b)(3) and (Sec. 135(b)(7))

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 and tech prep activities. (Sec. 311(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. 314)

9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec. 315)

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. 322)

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. 317)

12. None of the funds expended under Perkins IV 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.

13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Sec. 118).

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.

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.
Carl D. Perkins Career and Technical Education Act of 2006
Assurances (continued from previous page)

16. This plan has been developed in consultation with the local career and technical education advisory committee which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.

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 Carl D. Perkins Career and Technical Education Act of 2006.

Section 134(b)(7) and Section 135(b)(6): Develop and implement evaluations 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.

18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.

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.

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.

21. Career and technical services, programs, and activities will reflect labor market needs and student interest.

22. Career and technical student organizations will be an integral and active part of each career and technical program.

23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

24. The school division will conduct a comprehensive self-assessment of the career and technical education program. The school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument by May 15, 2012. (Refer to Superintendent's Memorandum #259-11, dated September 16, 2011.)
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.

2. Recipients of federal funding that plan to use any equipment purchased in whole or 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 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 (five-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 they are showing continuous improvement, meet or exceed 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 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 complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and 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.

13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76—State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; 34 CFR Part 85—Government wide Debarment and Suspension (Nonprocurement).
1. I certify that all Career and Technical Education 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 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.
PERFORMANCE ASSESSMENT for 2010-2011
(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 2010-2011 for all completers and special populations.

<table>
<thead>
<tr>
<th>Perkins Performance Standards</th>
<th>Virginia Agreed Upon Performance Levels for 2010 - 2011</th>
<th>2010 – 2011 Actual Performance from APR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Completers</td>
<td>Special Populations</td>
</tr>
<tr>
<td>1S1 Academic Attainment -</td>
<td>91.00%</td>
<td>92.37%</td>
</tr>
<tr>
<td>Reading (English 11)</td>
<td></td>
<td>88.76%</td>
</tr>
<tr>
<td>1S2 Academic Attainment -</td>
<td>83.00%</td>
<td>95.38%</td>
</tr>
<tr>
<td>Mathematics (Highest Level)</td>
<td></td>
<td>93.26%</td>
</tr>
<tr>
<td>2S1A Technical Skills</td>
<td>81.00%</td>
<td>19.08%</td>
</tr>
<tr>
<td>Attainment - Student</td>
<td></td>
<td>16.85%</td>
</tr>
<tr>
<td>Competency Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S1B Technical Skills</td>
<td>45.00%</td>
<td>34.35%</td>
</tr>
<tr>
<td>Attainment - Completers</td>
<td></td>
<td>29.21%</td>
</tr>
<tr>
<td>Participating in Credentialing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S1C Technical Skills</td>
<td>69.00%</td>
<td>46.67%</td>
</tr>
<tr>
<td>Attainment - Test Takers</td>
<td></td>
<td>50.00%</td>
</tr>
<tr>
<td>(Completers) Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentialing Tests Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S1D Technical Skills</td>
<td>32.00%</td>
<td>16.03%</td>
</tr>
<tr>
<td>Attainment - Completers</td>
<td></td>
<td>14.61%</td>
</tr>
<tr>
<td>Passing Credentialing Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S1E Technical Skills</td>
<td>39.00%</td>
<td>35.88%</td>
</tr>
<tr>
<td>Attainment - Completers</td>
<td></td>
<td>29.21%</td>
</tr>
<tr>
<td>Earning Advanced Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma or Passing a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentialing Test (College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Career Readiness)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3S1 Secondary School</td>
<td>82.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4S1 Graduation Rate</td>
<td>77.00%</td>
<td>91.60%</td>
</tr>
<tr>
<td>5S1 Secondary Placement Rate</td>
<td>82.00%</td>
<td>94.67%</td>
</tr>
<tr>
<td>(Transition from Secondary</td>
<td></td>
<td>92.16%</td>
</tr>
<tr>
<td>Education to Postsecondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education, Employment or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5S1 Program Completer</td>
<td>75.00%</td>
<td>82.42%</td>
</tr>
<tr>
<td>Response Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6S1 Nontraditional Career</td>
<td>19.00%</td>
<td>33.71%</td>
</tr>
<tr>
<td>Preparation Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6S2 Nontraditional Career</td>
<td>16.00%</td>
<td>30.89%</td>
</tr>
<tr>
<td>Preparation Completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* New Performance Measure for 2010-2011
The Annual Performance Report for your school division is available at

### How many performance standard(s)/element(s) were not met for first time.

<table>
<thead>
<tr>
<th>1S1-Reading-Special Populations</th>
<th>2S1E-College and Career Readiness</th>
</tr>
</thead>
</table>

1S1- Special population’s performance continues to have lower results than the general population. We have provided support for special populations when there was an identified need. Instructional reading materials were not correlated to reading levels. 2S1E- Special and general population students were not monitored or counseled for higher levels of diploma potential.

### How many performance standard(s)/element(s) were not met for two consecutive years.

<table>
<thead>
<tr>
<th>2S1A-Student Competency Rate</th>
<th>2S1B-Completers Participating in Credentialing Tests Rate</th>
<th>2S1C-Test Takers Passing Credentialing Tests</th>
</tr>
</thead>
</table>

2S1A- The curriculum was not complete and cohesive, in addition to not being aligned. It had undergone revisions but was still not aligned with competencies and certification testing. Goals made to address these issues were not measurable. 2S1B- Goals to address low completer credentialing were not measurable, nor enforced. Students were not monitored to determine potential candidates for completer credentialing. 2S1C- A goal was set to increase the number of students taking a credentialing test, but instruction did not correlate.

### How many performance standard(s)/element(s) were not met for three consecutive years.

<table>
<thead>
<tr>
<th>2S1D-Completers Qualifying for Degree</th>
<th>2S1E-Completers Participating in Credentialing Tests Rate</th>
</tr>
</thead>
</table>

0
## 2011-2012 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 2011-2012 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 005-11, dated September 20, 2011.

<table>
<thead>
<tr>
<th>Perkins Core Indicator of Performance</th>
<th>Virginia Agreed Upon Performance Levels for 2011 - 2012</th>
<th>Data Collection Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1 Academic Attainment - Reading (English 11)</td>
<td>94.00%</td>
<td>*EOC Standard of Learning Test Scores</td>
</tr>
<tr>
<td>1S2 Academic Attainment - Mathematics (Highest Level)</td>
<td>84.00%</td>
<td>*EOC Standard of Learning Test Scores</td>
</tr>
<tr>
<td>2S1A Technical Skills Attainment - Student Competency Rate</td>
<td>81.00%</td>
<td>Completer Demographics Report (CDR)</td>
</tr>
<tr>
<td>2S1B Technical Skills Attainment - Completers Participating in Credentialing Tests</td>
<td>52.00%</td>
<td>Career and Technical Education Credential Collection (CTECC)</td>
</tr>
<tr>
<td>2S1C Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate</td>
<td>72.00%</td>
<td></td>
</tr>
<tr>
<td>2S1D Technical Skills Attainment - Completers Passing Credentialing Test Rate</td>
<td>33.00%</td>
<td></td>
</tr>
<tr>
<td>2S1E Technical Skills Attainment - Completers Earning Advanced Studies Diploma or Passing a Credentialing Test (College and Career Readiness)</td>
<td>40.00%</td>
<td>Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report</td>
</tr>
<tr>
<td>3S1 Secondary School Completion</td>
<td>85.00%</td>
<td>Completer Demographics Report (CDR)</td>
</tr>
<tr>
<td>4S1 Graduation Rate</td>
<td>80.00%</td>
<td></td>
</tr>
<tr>
<td>5S1 Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)</td>
<td>85.00%</td>
<td>CTE Follow-up Survey of Program Completers</td>
</tr>
<tr>
<td>5S1 Program Completer Response Rate</td>
<td>75.00%</td>
<td>CTE Follow-up Survey of Program Completers</td>
</tr>
<tr>
<td>6S1 Nontraditional Career Preparation Enrollment</td>
<td>22.00%</td>
<td>Secondary Enrollment Demographics Form (SEDF)</td>
</tr>
<tr>
<td>6S2 Nontraditional Career Preparation Completion</td>
<td>19.00%</td>
<td>Completer Demographics Report (CDR)</td>
</tr>
</tbody>
</table>

* EOC - End-of-Course
## CTEMS CHECKLIST
### 2012-2013

### 1. CTEMS Schedules Required for School Divisions

| Schedule 1 - Stakeholder Participation/Involvement | Schedule 10 - Using Data to Improve Career and Technical Education |
| Schedule 2 - Application for Local Career Cluster/Pathway Plans of Study | Schedule 11 - Sufficient Size, Scope, and Quality of Program Services and Activities |
| Schedule 3 - Special Populations Report | Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services |
| Schedule 4 - Strengthen/Improve Academic and Technical Skills | Schedule 13 - Equity Provisions of General Education Provision Act |
| Schedule 5 - All Aspects of Industry | Schedule 14 - Labor Market Needs |
| Schedule 6 - Technology in Career and Technical Education | Schedule 15 - Participation in Regional Technical Education Programs |
| Schedule 7 - Professional Development Provided | Schedule 16 - Career and Technical Education Financial Data |
| Schedule 8 - Evaluation of Career and Technical Education Programs | Schedule 17 - Budget of Perkins Funds |
| Schedule 9 - Improvement, Expansion, and Modernization | Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet |

### 2. CTEMS Schedules Required for Regional Centers

| Schedule 1 - Stakeholder Participation/Involvement | Schedule 8 - Evaluation of Career and Technical Education Programs |
| Schedule 2 - Application for Local Career Cluster/Pathway Plans of Study | Schedule 9 - Improvement, Expansion, and Modernization |
| Schedule 3 - Special Populations Report | Schedule 10 - Using Data to Improve Career and Technical Education |
| Schedule 4 - Strengthen/Improve Academic and Technical Skills | Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services |
| Schedule 5 - All Aspects of Industry | Schedule 13 - Equity Provisions of General Education Provision Act |
| Schedule 6 - Technology in Career and Technical Education | Schedule 14 - Labor Market Needs |
| Schedule 7 - Professional Development Provided | Schedule 16 - Career and Technical Education Financial Data |
Section 134(a) and Section 135 (c)(1): 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(b)(5) and Section 135(c)(1): Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, 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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Supplied Information</th>
<th>Provided Substantive Consultation</th>
<th>Reviewed and Critiqued Sections of Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representatives of business/industry</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Representatives of labor (if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community representatives and other interested individuals</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Representatives of special populations</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representatives of local community colleges</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2011-2012 school year.

Each CTE program has a functioning advisory committee that meets on a regular basis. At each meeting, progress is reported related to components of this plan and other plans addressing the CTE program (College and Career Ready Strategic Plan, School-wide Plan). Members are also incorporated into the CTE Advisory Committee and overlapped into the College and Career Ready Strategic Plan. Perkins components are integrated into the other plans. Trend data is used to identify targeted areas of improvement for goal setting. Meetings are scheduled to share updates and progress reports as well as seek input from stakeholders.
CTEMS SCHEDULE 1 (Continued)
Stakeholder Participation/Involvement
2012-2013 Plan

The local advisory committee for career and technical education must be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing recommendations, direction, and assistance to career and technical education.

Note. The local advisory committee may be used for this purpose if membership is expanded to include representation from the following groups: parents, students, teachers, business and industry, labor organizations, local community colleges, special populations, and other interested individuals. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrator.

List below only one individual from each category on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs.

<table>
<thead>
<tr>
<th>Group ID Letter:</th>
<th>P : Parents</th>
<th>B&amp;I : Business and Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S : Students</td>
<td>CC : Local Community College</td>
</tr>
<tr>
<td></td>
<td>T : Teachers</td>
<td>SP : Special Populations</td>
</tr>
<tr>
<td></td>
<td>L : Labor Organization</td>
<td>O : Community Representative/Other Interested Individuals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME/TITLE OR POSITION</th>
<th>COMPANY/BUSINESS/ORGANIZATION</th>
<th>GROUP ID LETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Lawrence</td>
<td>Skills USA</td>
<td>B&amp;I</td>
</tr>
<tr>
<td>All Caroline High CTE Teachers</td>
<td>Caroline High School</td>
<td>T</td>
</tr>
<tr>
<td>Nancy Carson</td>
<td>Caroline County School Board</td>
<td>O</td>
</tr>
<tr>
<td>Ashley Graziano</td>
<td>Caroline County High School</td>
<td>T</td>
</tr>
<tr>
<td>Jenna Pielocik</td>
<td>School Counselor</td>
<td>T</td>
</tr>
<tr>
<td>Bianca Cobb</td>
<td>ECPI</td>
<td>CC</td>
</tr>
</tbody>
</table>

Describe how members of the career and technical education 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 2012-2013 school year.

Information is shared with stakeholders during the regularly scheduled spring meeting. Meetings held earlier in the year are used to examine trend data, discuss goals, share progress made toward the goals, and look toward both short and long range planning. Activities planned for 2012-13 include: College representatives are working with staff and teachers to increase the number of dual enrollment CTE classes, improve correlation between instruction and performance, include direct communication about the Perkins Plan at every meeting.
INSTRUCTIONS/PROCEDURES

Assistance for completing career clusters/pathways/plans of study may be found at:

Assistance for completing Academic and Career Plans may be found at:
http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml

By the beginning of the 2012-2013 school year, school divisions must have in place at least one career pathway representing each program area offered. School divisions may either submit an Academic and Career Plan template or the CTE Plans of Study template. Academic and Career Plans or Plans of Study must be submitted annually until all applicable career pathways have been identified and implemented. Section 134(b)(3)(A) and Section 135(b): The school division may choose to submit more than one Career Cluster: Career Pathways - Academic and Career Plan or Plan of Study per year. Academic and Career Plans or Plans of Study must be e-mailed or mailed to the VDOE, Office of Career and Technical Education Office. Each career pathway must have the appropriate Academic and Career Plan or Plan of Study.

### LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>PATHWAY</th>
<th>YEAR SUBMITTED</th>
<th>LOCAL OR STATE TEMPLATE (Please indicate which is being used.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>Environmental Service Systems-Agriculture,</td>
<td>2011-2012</td>
<td>State</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections, &amp;</td>
<td>Law Enforcement Services-Law, Public Safety,</td>
<td>2010-2011</td>
<td>State</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>Design/Pre-Construction-Architecture and</td>
<td>2009-2010</td>
<td>State</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>Business Finance-Finance</td>
<td>2009-2010</td>
<td>State</td>
</tr>
<tr>
<td>Human Services</td>
<td>Personal Care Services-Human Services</td>
<td>2006-2007</td>
<td>Local</td>
</tr>
</tbody>
</table>
Please FAX a copy of your completed 2012-2013 Career Cluster/Pathway Plan of Study template to 804-530-4560 for separate approval.

PLANS OF STUDY SUBMITTED FOR 2012-2013 LOCAL PLAN

<table>
<thead>
<tr>
<th>CLUSTER for 2012-2013 Year</th>
<th>PATHWAY</th>
<th>LOCAL OR STATE TEMPLATE (Please indicate which is being used.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. 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 education 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 career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.*
4. Encourage career and technical education 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/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

* Required
A. Identify the number of economically disadvantaged, disabled, limited English proficient (LEP)/English Language learners (ELL), migrant, single-parent, nontraditional (underrepresented gender groups), and displaced-homemaker students eligible for services provided by your school division.

<table>
<thead>
<tr>
<th>Number of Economically Disadvantaged (including foster children) (Grades K-12)</th>
<th>Number of Disabled (Grades K-12)</th>
<th>Number of Limited English Proficient/English Language Learners (Grades K-12)</th>
<th>Number of Migrant Students (Grades K-12)</th>
<th>Number of Single-parent (including single pregnant women) (Grades 7-12)</th>
<th>Number of Non-traditional (under-represented gender groups) (Grades 7-12)</th>
<th>Number of Displaced-homemakers (Grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,271</td>
<td>689</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>140</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(14, 16 and 17): 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 or lowering success in the programs for special populations.

An annual review of CTE programs will involve data notebooks for all students enrolled in CTE classes. Spreadsheets will include data from the subcategories (economically disadvantaged, disabled, LEP single parent, non-traditional, displaced homemaker) as well as academic performances (SOLs) and Virginia Wizard data. Teachers will bring data notebooks to department meetings, analyze data, identify barriers to low access or low success. The transition coach and guidance will also be involved in this process. The CTE department is currently working on lowering rates of access to programs by promoting each area through a multimedia approach for rising freshmen and any upperclassmen.
C. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(17): Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

All CTE programs in Caroline County are available to all students. The Special Education Director and the CTE Director cooperate to solve problems involving special students. The high school has in place programs that help struggling students meet SOL benchmarks. CTE teachers are often reminded of expectations concerning special students. CTE staff meeting time is provided, as needed, to discuss special education issues. One goal of continuing program planning is improving expectations and opportunity for all students. The CTE department has selected mathematics as the academic area to emphasize in all classes.

D. Section 134 (b)(9) and Section 135(b)(9) and (c)(4): 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.

Individuals who are members of special populations will be given support to learn sustainable skills and leave the program successfully. Students will meet expectations that help them to think critically, learn problem solving processes, and master class requirements. By nature, CTE programs involve hands-on learning which should enhance learning opportunities for all students.
E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17): Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th>DISADVANTAGED</th>
<th>DISABLED</th>
<th>LEP</th>
<th>MIGRANT</th>
<th>SINGLE-PARENTS</th>
<th>NON-TRADITIONAL</th>
<th>DISPLACED HOME-MAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supp. basic academic instruction</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supp. social growth activities</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>High-interest reading materials</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/teacher aides</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring programs</td>
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<tr>
<td>Systematic tutoring</td>
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<td>x</td>
<td></td>
<td>x</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Career tech. assessment</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
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<td></td>
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<tr>
<td>Career counseling</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation for work experience</td>
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<td>x</td>
<td></td>
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<tr>
<td>Apprenticeship</td>
<td></td>
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<tr>
<td>Work-study programs</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Coop education</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Job placement and follow-up</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Job-coach and job-transition</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Work-site visitation</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT student organizations</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Field trips</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child-care</td>
<td></td>
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</tr>
<tr>
<td>Special transportation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Special seminars for fathers, teens, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other: (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.
CTEMS SCHEDULE 4
Strengthen/Improve Academic and Technical Skills
2012-2013 Plan

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12): 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.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DIVISION PROGRAMS</th>
</tr>
</thead>
</table>
Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11): Provide students with experience in and understanding of all aspects of an industry.

Directions
For each of your Perkins supported programs, place an X in the field for every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DIVISION PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Career and technical 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</td>
<td>AGRICULTURE: X</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: X</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: X</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: X</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: X</td>
</tr>
<tr>
<td></td>
<td>JROTC: X</td>
</tr>
<tr>
<td></td>
<td>MARKETING: X</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: X</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: X</td>
</tr>
<tr>
<td>b. Work-site experiences provided</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
</tr>
<tr>
<td>Shadowing</td>
<td></td>
</tr>
<tr>
<td>c. Participation of Business/Industry Reps</td>
<td></td>
</tr>
<tr>
<td>Mentoring opportunities provided</td>
<td></td>
</tr>
<tr>
<td>Shadowing opportunities provided</td>
<td></td>
</tr>
<tr>
<td>Business/industry tours</td>
<td></td>
</tr>
<tr>
<td>Class presentations</td>
<td>X</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>Other Specify:</td>
<td></td>
</tr>
</tbody>
</table>
Section 135(b)(4 and 7) and (c)(9 and 12): 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 you will use in that program to develop, improve, or expand the use of technology.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DIVISION PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>JROTC: x</td>
</tr>
<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
<tr>
<td>b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>JROTC: x</td>
</tr>
<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
<tr>
<td>c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>JROTC: x</td>
</tr>
<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
<tr>
<td>d. Provide technology applications in classroom instruction (including computer applications).</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
</tr>
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<td></td>
<td>JROTC: x</td>
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<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
<tr>
<td>e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
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<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
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<tr>
<td></td>
<td>JROTC: x</td>
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<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
<tr>
<td>f. Other (specify) Continue to update classroom technology</td>
<td>AGRICULTURE: x</td>
</tr>
<tr>
<td></td>
<td>BUSINESS &amp; INFORMATION TECHNOLOGY: x</td>
</tr>
<tr>
<td></td>
<td>CAREER CONNECTIONS: x</td>
</tr>
<tr>
<td></td>
<td>FAMILY AND CONSUMER SCIENCES: x</td>
</tr>
<tr>
<td></td>
<td>HEALTH AND MEDICAL SCIENCES: x</td>
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<tr>
<td></td>
<td>JROTC: x</td>
</tr>
<tr>
<td></td>
<td>MARKETING: x</td>
</tr>
<tr>
<td></td>
<td>TECHNOLOGY EDUCATION: x</td>
</tr>
<tr>
<td></td>
<td>TRADE &amp; INDUSTRIAL EDUCATION: x</td>
</tr>
</tbody>
</table>
Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19): Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). Section 134(b)(12)(A and B): Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

### Directions
For each of your Perkins supported programs, place an X in the field for any activity you will use to provide professional development for teachers, counselors or administrators associated with that program.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DIVISION PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AGRICULTURE</td>
</tr>
<tr>
<td>a. In-service and pre-service professional development:</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(1)Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(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.</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(3)Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(4)State-of-the-art career/technical programs and techniques</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(5)Effective teaching skills based on research</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(6)Effective practices to improve parental and community involvement</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>(7)Opportunities for National Board Certification to provide teachers access to Virginia incentives</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry</td>
<td></td>
</tr>
<tr>
<td>c. Regional, state, and college teacher placement job fairs</td>
<td></td>
</tr>
<tr>
<td>d. Virginia Teachers for Tomorrow (Teacher cadet) training program.</td>
<td></td>
</tr>
<tr>
<td>e. Business/industry internship programs for teachers</td>
<td></td>
</tr>
<tr>
<td>f. Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
Directions
For each of your Perkins supported programs, indicate the number of teachers who will participate in the activity described below.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>AGRICULTURE</th>
<th>BUSINESS &amp; INFORMATION TECHNOLOGY</th>
<th>CAREER CONNECTIONS</th>
<th>FAMILY AND CONSUMER SCIENCES</th>
<th>HEALTH AND MEDICAL SCIENCES</th>
<th>JROTC</th>
<th>MARKETING</th>
<th>TECHNOLOGY EDUCATION</th>
<th>TRADE &amp; INDUSTRIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. State conferences, institutes, or workshops (including virtual training programs)</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. National conferences, institutes, or workshops</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Local conferences, institutes, or workshops</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Internship in industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Staff Meetings</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

Note: All professional development provided must meet requirements as identified in Perkins IV.

Indicate the number of teachers/administrators participating within the fields for each program area(s).
Section 134(b)(7) and Section 135(b)(6): Develop and implement evaluations 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.

<table>
<thead>
<tr>
<th></th>
<th>We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>We agree to annually review the performance of special populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.</td>
</tr>
<tr>
<td>x</td>
<td>We agree the state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs within the school division.</td>
</tr>
<tr>
<td>x</td>
<td>We agree that the utilization of Perkins funds will be determined based on the results of the Performance Standards and Measures System or sub-groups that perform below state standards.</td>
</tr>
</tbody>
</table>
Section 134(b)(3)(6) and Section 135(b)(4,7): 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.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DIVISION PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Revise/update curriculum.</td>
<td>AGRICULTURE BUSINESS &amp; INFORMATION TECHNOLOGY CAREER CONNECTIONS FAMILY AND CONSUMER SCIENCES HEALTH AND MEDICAL SCIENCES JROTC MARKETING TECHNOLOGY EDUCATION TRADE &amp; INDUSTRIAL EDUCATION</td>
</tr>
<tr>
<td>b. Revise/update instructional materials.</td>
<td></td>
</tr>
<tr>
<td>c. Obtain input from business/industry/community representatives to improve/modernize program.</td>
<td></td>
</tr>
<tr>
<td>d. Modernize program offerings in occupational area.</td>
<td></td>
</tr>
<tr>
<td>e. Conduct labor market analysis related to area.</td>
<td></td>
</tr>
<tr>
<td>f. Conduct community surveys (may include surveys of groups such as your local boards and community groups).</td>
<td></td>
</tr>
<tr>
<td>g. Initiate new program(s) or courses based on labor market needs.</td>
<td></td>
</tr>
<tr>
<td>h. Expand career and technical program offerings to provide greater student choice.</td>
<td></td>
</tr>
<tr>
<td>i. Incorporate technology applications in the classroom/laboratory.</td>
<td></td>
</tr>
<tr>
<td>j. Certify teachers in industry or professional/trade association.</td>
<td></td>
</tr>
<tr>
<td>k. Incorporate industry or professional/trade association certification standards.</td>
<td></td>
</tr>
<tr>
<td>l. Provide training in high tech or telecommunications occupations.</td>
<td></td>
</tr>
<tr>
<td>m. Other (specify) Increase relevant student certifications</td>
<td></td>
</tr>
<tr>
<td><strong>Section 134(b)(7) and Section 135(b)(6):</strong> Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>School division Performance Standards data, follow-up data and other data will be reviewed by administrative staff, school based administrators and recommendations will be made. The CTE advisory committee will review the Performance Data and follow-up data. Data will be shared with the CTE teachers. Goals will be established with the teachers for data sets that they can influence. One major goal for teachers is improving certification testing and tests results. A second goal for this year is to implement a process that will improve the collection of follow-up data.</td>
<td></td>
</tr>
</tbody>
</table>
### CTEMS SCHEDULE 11

**Sufficient Size, Scope, and Quality of Program Services and Activities**

**2012-2013 Plan**

<table>
<thead>
<tr>
<th>Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2): Provide assurances that the eligible recipient 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.</th>
</tr>
</thead>
</table>

**Complete corresponding cell for each statement that applies to your division.**

<table>
<thead>
<tr>
<th>a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>Yes</td>
</tr>
<tr>
<td>c. 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)</td>
<td>Yes</td>
</tr>
<tr>
<td>d. Career and technical education programs incorporated into the K through 12 curricula that include:</td>
<td>Yes</td>
</tr>
<tr>
<td>· 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;</td>
<td></td>
</tr>
<tr>
<td>· Career exploration opportunities in the middle school grades; and</td>
<td>Yes</td>
</tr>
<tr>
<td>· 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 § 22.1-253.13:1. Standard 1.D.3.)</td>
<td></td>
</tr>
<tr>
<td>e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts 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. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board… . (Standards of Quality § 22.1-253.13:4.D.2.)</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may:</td>
<td></td>
</tr>
<tr>
<td>a. 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</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Permit student 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.5.)</td>
<td></td>
</tr>
</tbody>
</table>
### Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16): 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 linkage between and transition from secondary to postsecondary programs. Note: several are required.

<table>
<thead>
<tr>
<th></th>
<th>Career Pathways: Plans of Study (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career assessment programs (please indicate programs that you are using). (required)</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virginia Education Wizard</td>
</tr>
<tr>
<td></td>
<td>Other: Describe</td>
</tr>
</tbody>
</table>

**Career and academic counseling/coaching. (required)**

**Section 134(b)(11) and Section 135(c)(2):** Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

<table>
<thead>
<tr>
<th></th>
<th>Career fairs, placement services and job seeking skills. (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

A. The Germanna Community College Work Place Development Program provides information about employment and training opportunities in the region. Virginia Career View and Wizard are used in guidance activities.

B. All ninth, tenth, eleventh and twelfth grade students participate in the annual Career Fair that is held during the school day and class time is provided for students to attend. This year the fair was held on March 9, 2012. More than thirty businesses and organizations were available to talk to students.

C. Each year the high school provides an Elective Fair for students. This year the Electives Fair will be held in May 2012.

**Career and academic counseling/coaching. (required)**

**Section 134(b)(11), Section 135(c)(2 and 10), Section 134(b)(3)(C) and (8)(C), and Section 135(c)(2, 3 and 10):** Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

The guidance staff and the Career Coach provide one-on-one help for all students interested in any post-secondary opportunity. Known employment opportunities are posted in the Career Center and program teachers make students aware of employment opportunities. Competencies in all CTE programs include job search skills.
<table>
<thead>
<tr>
<th>High Schools that Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Dual Enrollment Options (Specify courses/programs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Technical Drafting (Engineering)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (Specify)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Working to improve CTE dual enrollment opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (specify)</th>
<th></th>
</tr>
</thead>
</table>
Section 134 (b)(8, 9, 10, and 12): Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable 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 equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Any barriers related to gender, race, color, national origin, disability and age will not be tolerated. The CTE Coordinator and the guidance staff will work together to be sure the most appropriate CTE program is available for special students. All students have access to Wizard and other career materials to determine areas of interest. Special Education staff use student assessment materials to help determine individual student interests and abilities. The Program of Studies and other curriculum related print materials are reviewed annually for bias. Provisions are made for all interested students to participate in student organizations and other class connected activities.
| Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet the needs of your school division. |

The division expectation is that all CTE programs be occupational based and provide relevant skills needed in the workplace. All CTE programs have been evaluated and a number of classes and programs were changed. Additional changes and additions are planned for 2012-2013. Employment data relevant to Caroline County, the Richmond area, and the Fredericksburg area were considered. Changes were based on workplace needs and student interest. This evaluation process continues through the advisory/content committees and the division update of the Long Range Plan.
<table>
<thead>
<tr>
<th>COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Center</th>
<th>COLUMN B: Number of CTE Students Participating In Regional Program (Unduplicated Count, Grades 7-12, if applicable)</th>
<th>COLUMN C: Percent of CTE Students Attending Regional Program (Column B/Column A)</th>
<th>COLUMN D: Amount of Perkins Funds Sent to Regional Program (Based on percent in Column C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>Complete Columns A and B for Calculation</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2012-2013 Plan

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assistant Principal (includes Special Career and Technical Centers)</td>
<td>$17,028.00</td>
<td>$51,085.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTENDED CONTRACTS, ADULT SUPPLEMENTS</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Extended Contract Costs</td>
<td>$3,791.00</td>
<td>$11,375.00</td>
</tr>
<tr>
<td>4. Adult Occupation Supplements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Adult Occupation Teachers (Full-time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Adult Occupation Teachers (Part-time)</td>
<td>$6,000.00</td>
<td>$4,341.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCAL FUNDS ONLY</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Operational Costs (other than Categorical): Teachers’ Salaries Less Extended Contract Costs</td>
<td></td>
<td>$790,380.00</td>
</tr>
<tr>
<td>8. Instructional Supplies/Materials</td>
<td></td>
<td>$38,600.00</td>
</tr>
<tr>
<td>9. Other Instructionally Related Costs</td>
<td></td>
<td>$9,500.00</td>
</tr>
<tr>
<td>10. Equipment</td>
<td></td>
<td>$43,000.00</td>
</tr>
</tbody>
</table>
### 1. CAREER AND TECHNICAL ACTIVITIES FUNDED
(Indicate Required or Permissive Use of Funds)

See Appendix B

### 2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED

### 3. NARRATIVE DESCRIPTION
(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.))

See Appendix C

### 4. OBJECT CODE

### 5. BUDGETED FUNDS AND SOURCE OF FUNDS

<table>
<thead>
<tr>
<th>Required Use:</th>
<th>CAREER AND TECHNICAL ACTIVITIES FUNDED</th>
<th>CAREER AND TECHNICAL PROGRAM AREAS FUNDED</th>
<th>NARRATIVE DESCRIPTION</th>
<th>OBJECT CODE</th>
<th>BUDGETED FUNDS AND SOURCE OF FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td>5000 - Other Charges</td>
<td>FED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Activities for Special Populations (to include nontraditional)</td>
<td></td>
<td></td>
<td></td>
<td>5000 - Other Charges</td>
<td>FED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,800.00</td>
<td></td>
</tr>
<tr>
<td>Regional Program Participation (only divisions submitting Schedule 15)</td>
<td></td>
<td></td>
<td></td>
<td>8000 - Capital Outlay/Equipment</td>
<td>FED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,700.00</td>
<td></td>
</tr>
<tr>
<td>R7—Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.</td>
<td></td>
<td></td>
<td>8000 - Capital Outlay/Equipment</td>
<td>ST</td>
<td>43,291.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,862.00</td>
<td></td>
</tr>
<tr>
<td>R7—Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.</td>
<td></td>
<td></td>
<td>8000 - Capital Outlay/Equipment</td>
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<td></td>
<td></td>
<td>1,800.00</td>
<td></td>
</tr>
<tr>
<td>R7—Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.</td>
<td></td>
<td></td>
<td>8000 - Capital Outlay/Equipment</td>
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<td></td>
<td></td>
<td>10,000.00</td>
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</tr>
<tr>
<td>R7—Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.</td>
<td></td>
<td></td>
<td>8000 - Capital Outlay/Equipment</td>
<td>ST</td>
<td>5,862.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,500.00</td>
<td></td>
</tr>
<tr>
<td>OBJECT CODE</td>
<td>BUDGETED FUNDS AND SOURCE OF FUNDS</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Fed., State, or Local</td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOC</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>FED</td>
<td></td>
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</tr>
</tbody>
</table>

### 1. CAREER AND TECHNICAL ACTIVITIES FUNDED

**Indicate Required or Permissive Use of Funds**

See Appendix B

### 2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED

### 3. NARRATIVE DESCRIPTION

(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)

### 4. OBJECT CODE

See Appendix C

### 5. BUDGETED FUNDS AND SOURCE OF FUNDS

<table>
<thead>
<tr>
<th>OBJECT CODE</th>
<th>BUDGETED FUNDS AND SOURCE OF FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fed., State, or Local</td>
</tr>
<tr>
<td>LOC</td>
<td></td>
</tr>
<tr>
<td>FED</td>
<td></td>
</tr>
</tbody>
</table>

**R9**—Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs for high skill.

- **All**
  - Provide materials for a Career Fair involving all Caroline High School students and community businesses. Support an Elective Fair for Caroline High students and parents

  **5000 - Other Charges**
  - LOC
  - **1,000.00**

- **All**
  - Additional support, including equipment, books, certifications, and supplies, for all CTE programs required to provide students quality instruction.

  **5000 - Other Charges**
  - LOC
  - **22,000.00**

**P4**—To provide programs for special populations.

- **All**
  - Funding for working lunch for community leaders/business persons to spend full day (7:30 AM - 2:30 PM) working with special students in individual classes providing information on possible career opportunities within driving distance of the high school.

  **5000 - Other Charges**
  - FED
  - **500.00**
## Budget of Perkins Funds
### 2012-2013 Plan

<table>
<thead>
<tr>
<th>1. <strong>CAREER AND TECHNICAL ACTIVITIES FUNDED</strong> <em>(Indicate Required or Permissive Use of Funds)</em></th>
<th>2. <strong>CAREER AND TECHNICAL PROGRAM AREAS FUNDED</strong></th>
<th>3. <strong>NARRATIVE DESCRIPTION</strong> <em>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.))</em></th>
<th>4. <strong>OBJECT CODE</strong></th>
<th>5. <strong>BUDGETED FUNDS AND SOURCE OF FUNDS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>See Appendix B</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# CTEMS SCHEDULE 17 (Continued from previous page)
## Budget of Perkins Funds
### 2012-2013 Plan

<table>
<thead>
<tr>
<th>1. CAREER AND TECHNICAL ACTIVITIES FUNDED</th>
<th>2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED</th>
<th>3. NARRATIVE DESCRIPTION</th>
<th>4. OBJECT CODE</th>
<th>5. BUDGETED FUNDS AND SOURCE OF FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Indicate Required or Permissive Use of Funds)</td>
<td></td>
<td>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)</td>
<td></td>
<td>Fed., State, or Local</td>
</tr>
<tr>
<td>See Appendix B</td>
<td></td>
<td></td>
<td>See Appendix C</td>
<td>Federal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local</td>
</tr>
<tr>
<td>Career and Technical Education Programs or Activities Funded</td>
<td></td>
<td></td>
<td></td>
<td>Federal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local</td>
</tr>
<tr>
<td>Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)</td>
<td></td>
<td></td>
<td></td>
<td>Federal</td>
</tr>
<tr>
<td>Grand Total Career and Technical Education Federal Budget</td>
<td></td>
<td></td>
<td></td>
<td>Federal</td>
</tr>
</tbody>
</table>
CTEMS SCHEDULE 18
Administration/Administrative Equipment Funds and Budget Summary Worksheet
2012-2013 Plan

(Administration/Administrative Equipment not to exceed five percent of the total federal grant)

<table>
<thead>
<tr>
<th>Administration - Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - Personal Services</td>
<td></td>
</tr>
<tr>
<td>2000 - Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>3000 - Purchased Services</td>
<td></td>
</tr>
<tr>
<td>4000 - Internal Services</td>
<td></td>
</tr>
<tr>
<td>5000 - Other Charges</td>
<td></td>
</tr>
<tr>
<td>Consultant services assisting with the division CTE Programs</td>
<td>3,000.00</td>
</tr>
</tbody>
</table>

Line 1 Administration SUBTOTAL 3,000.00

<table>
<thead>
<tr>
<th>Administrative Equipment - Description - (All Object Code 8000)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000 - Capital Outlay/Equip.</td>
<td></td>
</tr>
<tr>
<td>8000 - Capital Outlay/Equip.</td>
<td></td>
</tr>
<tr>
<td>8000 - Capital Outlay/Equip.</td>
<td></td>
</tr>
</tbody>
</table>

Line 2 Administrative Equipment SUBTOTAL 0.00

<table>
<thead>
<tr>
<th>Administration/Administrative Equipment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)</td>
<td>3,000.00</td>
</tr>
</tbody>
</table>
## CTEMS SCHEDULE 18 (Continued from previous page)
### Administration/Administrative Equipment Funds and Budget Summary Worksheet

#### 2012-2013 Plan

<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - Personal Services</td>
<td>0.00</td>
</tr>
<tr>
<td>2000 - Employee Benefits</td>
<td>0.00</td>
</tr>
<tr>
<td>3000 - Purchased Services</td>
<td>0.00</td>
</tr>
<tr>
<td>4000 - Internal Services</td>
<td>0.00</td>
</tr>
<tr>
<td>5000 - Other Charges</td>
<td>17,800.00</td>
</tr>
<tr>
<td>6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)</td>
<td><strong>NOT ALLOWED</strong></td>
</tr>
<tr>
<td>8000 – Capital Outlay/Equipment</td>
<td>50,991.07</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>68,791.07</strong></td>
</tr>
</tbody>
</table>

Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)

See Appendix C for Object Code Definitions
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.
Academic Attainment
Academic Attainment - Special Populations
Technical Skills Attainment
Technical Skills Attainment - Special Populations
Secondary School Completion
Student Graduation Rates
Secondary Placement
Secondary Placement - Special Populations
Completer Response Rate
Nontraditional Participants
Nontraditional Completion
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Update on VSBA Policies

RECOMMENDATION: First Reading

RATIONALE: This update contains revisions based on changes in state and federal laws, regulations and guidelines. An explanation of revisions has been included for your reference. It is noted that some policies have been included for review only as there were no changes needed.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
### Explanation of Revisions – February 2012 Policy Update

<table>
<thead>
<tr>
<th>Policy Code</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBBA</td>
<td>Qualifications of School Board Members&lt;br&gt;Policy updated.</td>
</tr>
<tr>
<td>BBBB</td>
<td>Student Liaison to the School Board&lt;br&gt;(Optional Policy)&lt;br&gt;Policy and Legal Reference updated. (Being reviewed as a separate first read agenda item.)</td>
</tr>
<tr>
<td>BDB</td>
<td>Special School Board Meetings&lt;br&gt;Policy updated.</td>
</tr>
<tr>
<td>CA</td>
<td>Administration Goals&lt;br&gt;Policy updated.&lt;br&gt;Cross References added.</td>
</tr>
<tr>
<td>CC</td>
<td>Administrative Organization Plan&lt;br&gt;Policy deleted to avoid duplication of information in Policies CA Administration Goals and CBA Qualifications and Duties for the Superintendent.</td>
</tr>
<tr>
<td>CL</td>
<td>Administrative Reports&lt;br&gt;Policy deleted to prevent duplication of matters covered in Policy CBA Qualifications and Duties for the Superintendent.</td>
</tr>
<tr>
<td>GBG</td>
<td>Staff Participation in Political Activities&lt;br&gt;Policy updated.</td>
</tr>
<tr>
<td>GCBA</td>
<td>Staff Salary Schedules&lt;br&gt;Legal References updated.</td>
</tr>
<tr>
<td>GCBB</td>
<td>Supplementary Pay&lt;br&gt;Title of policy changed.&lt;br&gt;Policy updated.</td>
</tr>
</tbody>
</table>
| GCBD        | Staff Leaves and Absences<br>Policy and Cross References updated.  
*Please note: This Policy requires the creation of regulations.*
 *Current regulations are included.* |
| GCPB        | Resignation of Staff Members<br>Title of Policy changed.<br>Policy updated to incorporate content of former Policy GDPB Resignation of Support Staff Members.<br>Legal and Cross References added. |
| GCQA        | Nonschool Employment by Staff Members<br>Title of Policy changed.<br>Policy and Legal References updated.<br>Cross References added. |
GCQAB  Tutoring for Pay
Policy updated.

GCQB  Staff Research and Publishing
(Options 1 & 2)
Title of Policy changed.
Policy and Legal References updated.
Cross References added.

*Please note: This Policy requires the creation of regulations.
Proposed regulations are included.*

GD  Support Staff
Policy updated.

GDB  Support Staff Employment Status
Policy updated.
Cross Reference added.

GDBA  Support Staff Salary Schedules
Policy deleted to avoid duplication of Policy GCBA Staff Salary Schedules.

GDBD  Support Staff Leaves and Absences
Policy deleted; content merged into revised policy GCBD Staff Leaves and Absences

GDG  Support Staff Probationary Period
Policy and Cross Reference updated.
Legal Reference corrected.

GDPB  Resignation of Support Staff Members
Policy deleted; content merged into revised Policy GCPB Resignation of Staff Members.

IEA  Pledge of Allegiance
Legal Reference updated.

IFB  Pilot, Research or Experimental Projects
Policy deleted to avoid duplication of Policy JHDA Human Research.

IGBH  Alternative School Programs
Policy and Legal Reference updated.

IHA  Grouping for Instruction
Policy updated.
Cross Reference added.

IIAE  Innovative or Experimental Programs
Title of Policy changed.
Policy updated to avoid duplication with Policy JHDA Human Research.
Legal References updated.
Cross Reference added.
IICA  Field Trips  
Policy updated.
Cross Reference added.

*Please note: This Policy requires the creation of regulations.*
Current regulations are included.

INB  Teaching about Controversial Issues  
Policy updated.
Cross Reference added.

JGA  Corporal Punishment  
Policy and Legal Reference updated.
Cross Reference added.

JHDA  Human Research  
Policy, Legal References, and Cross References updated.

KA  Goals for School-Community Relations  
Policy, Legal References, and Cross References updated.

KB  Public Information Program  
Policy and Legal references updated.
Cross references added.

KBA-F1  Request for Public Records  
Form updated.

KBA-F2  Record of Inspection and/or Delivery of Copies  
Form updated.

KBC  Media Relations  
Policy, Legal References, and Cross Reference updated.

KC  Community Involvement in Decision Making  
Policy and Legal Reference updated.
Cross References added.

KLB-E  Request for Reconsideration of Learning Resources  
Form updated.

KP  Parental Rights and Responsibilities  
Policy and Legal References updated.

LA  Education Agency Relations Goals  
Policy updated, some text incorporated from deleted Policy LE Relations with Colleges and Universities.
Cross Reference added.

LE  Relations with Colleges and Universities  
Policy deleted to prevent duplication of material covered in Policy LA Education Agency Relations Goals.
LEA

Student Teachers
Policy updated.
Cross Reference added.

Policies reviewed but not revised
February 2012

CM
School Division Annual Report

EBBB
Personnel Training-Viral Infections

LB
Relations with Private Schools

KBA
Requests for Information

KNB
Reports of Missing Children
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 district, if any, which they represent and meet any other criteria set forth in state law. If a board member shall cease to be a resident of the school division or that district which the board member represents, the position on the School Board shall be deemed vacant.

No employee of the School Board shall be eligible to serve on the Board by whom he/she is employed.

Adopted:

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Cross Ref.: BBE Unexpired Term Fulfillment
SPECIAL SCHOOL BOARD MEETINGS

The School Board may hold special meetings when necessary. These meetings shall be held when called by the chairman or when requested by two or more members. Special meetings may be called provided each member is duly notified, or a reasonable attempt has been made to notify each member. Notice, reasonable under the circumstances, shall be given contemporaneously with the notice provided to members of the School Board.

Business that does not come within the purposes set forth in the call of the meeting shall not be transacted at any special meeting of the School Board unless the quorum of members present is in unanimous agreement to consider additional items of business.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3707, 22.1-72.

Cross Refs.: KC Community Involvement in Decision Making
BCA Board Organizational Meetings
BDDA Notification of School Board Meetings

Footnote is for reference only and should be deleted from the Board’s final policy.

1 Virginia law does not specify who may call a special meeting. Instead, it specifies that each school board shall specify its own procedure for calling and holding such meetings. Thus, if your Board prefers to specify a different method by which special meetings can be called, it may do so.
ADMINISTRATION GOALS

The Caroline County School Board places the primary responsibility and authority for the administration of the school division in the superintendent. The division 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. Administration of the schools must be based upon positive human relationships in order to serve as the keystone to the effective operation of the entire educational system. Without such a base, the school system will lack that uniting force which makes everybody in the organization feel important regardless of the tasks or duties which he or she is discharging, be they professional or support services.

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

1. The processes of decision-making and communication.
2. Communication.
3. Planning, organizing, implementing, and evaluating educational programs.
4. The development and maintenance of close working relationships and channels of communication within the school system and community.
5. The coordination of various processes of communication within the school system and the community so as to enable people to do the things together for education that they might never be able to do separately.
6. The promotion of understanding and development of cooperation toward attaining the educational goals adopted by the board.

Adopted:

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Cross Refs.: CBA Qualifications and Duties of the Superintendent
CBG Evaluation of the Superintendent
ADMINISTRATIVE ORGANIZATION PLAN

The authority of the School Board is transmitted through the superintendent along specific channels from person to person as shown in the Board approved organizational chart of the division.

The superintendent shall conduct an annual review and evaluation of the staff organization of BLANK Schools. Any revisions must be approved by the School Board.

Adopted:

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

The School Board shall require reports from its superintendent concerning conditions and needs of the schools.

The superintendent shall complete and submit all reports required by law and by the State Department of Education.

In accordance with State Law, or as the superintendent deems necessary, reports shall be submitted to the School Board to keep members informed about the needs and conditions of the schools or school division.

Special reports shall be prepared by the superintendent at the request of the Board.

Adopted:

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STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Caroline County School Board recognizes the right of its employees to engage in political activity. Employees may solicit support for political candidates or political issues outside regular work hours, and off school property.

School employees engaging in political activity must make it clear that their views and actions are made as individuals and that they do not represent the views of the school division.

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

- use his or her position within the school division to further a political cause;
- engage in any 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 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 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:

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

The School Board shall annually establish and approve salaries for all school employees.

Adopted:

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PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

The School Board may authorize extra pay for the supervision of activities which require at least some special training or experience by one or more certificated employees and which are of such a nature that, although the school program includes these activities, they cannot feasibly be included in the regular school day. The School Board annually shall establish categories and shall determine compensation.

The Caroline County School Board will approve all categories of athletic coaching and other extracurricular activity sponsorships for which supplemental pay will be provided. The Board will also establish the amount of compensation for employees who coach or supervise such activities.

A separate contract in the form prescribed by the State Board of Education shall be executed by the School Board with an employee who receives supplemental pay for any athletic coaching assignment or extracurricular activity sponsorship assignment. This contract shall be separate and apart from the contract for teaching. All such contracts will require a party intending to terminate the contract to give reasonable notice to the other party before termination thereof will become effective.

For purposes of this policy, "extracurricular activity sponsorship" means an assignment requiring responsibility for any student organizations, clubs, or groups, such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those activities that are conducted in conjunction with regular classroom, curriculum, or instructional programs.

Adopted:

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8 VAC 20-440-110.

8 VAC 20-440-120.

Cross Ref.: GCB Professional Staff Contracts
PROFESSIONAL STAFF LEAVES AND ABSENCES

All professional staff employee leaves and absences shall be subject to school division policy and regulations. The superintendent shall provide for the interpretation and application of the school division's policies and regulations establish any regulations necessary for the application of the division’s policies regarding leaves and absences.

Adopted:

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

Cross Refs.: GCBE Family and Medical Leave  
IC/ICA School Year/School Calendar  
GCBEA Leave Without Pay  
GCBEB Military Leave and Benefits  
GCQA Nonschool Employment by Staff Members
RESIGNATION OF PROFESSIONAL STAFF MEMBERS

The superintendent of schools is authorized to approve resignations of employees. Any resignation must be in writing.

A teacher may resign after April 15 of any school year with the approval of the superintendent. The teacher shall request release from contract at least two weeks in advance of the intended date of resignation. Such request shall be in writing and state the cause of the resignation. The teacher may, within one week, withdraw a request to resign. Upon the expiration of the one week period, the superintendent shall notify the School Board of the decision to accept or reject the resignation. The School Board, within two weeks, may reverse the decision of the superintendent. In the event that the Board or the division superintendent declines to grant the request for release on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, disciplinary action, which may include revocation of the teacher's license, may be taken pursuant to regulations prescribed by the Board of Education.

Other employees who wish to terminate their employment must give notice at least ten school days prior to their desired separation date. Notice should be given to the employee’s immediate supervisor, who will inform the superintendent. The superintendent will inform the School Board of the resignation at its next regular meeting.

Adopted:

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8 VAC 20-440-160.

Cross Refs.: GCPD Professional Staff Members: Contract Status and Discipline
GDB Support Staff Employment Status
GDPD Support Staff Members: Contract Status and Discipline
NONSCHOOL EMPLOYMENT BY PROFESSIONAL STAFF MEMBERS

Professional employees are encouraged not to engage in outside employment. Employment in a private business or outside activity could detract from the employee's effectiveness in his/her contractually assigned duties.

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

An employee who is on leave from Caroline County School Board, in a paid or unpaid status, may not be employed by the School Board or any other employer in any capacity during the period of leave except with the prior written authorization of the superintendent 1.

The School Board does not endorse, support, or assume liability for any activity conducted by School Board employees 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).


Cross Refs.: BBFA School Board Members Conflict of Interest
GAA Staff Time Schedules
GCB Family and Medical Leave
GCBEA Leave Without Pay
GCBEB Military Leave and Pay
GCQAB Tutoring for Pay
GCQB Staff Research and Publishing

This footnote is provided for use in policy development only; it should be deleted from the Board’s final policy.

1 The School Board may want to delegate this responsibility to someone else, such as the Director of Human Resources.
TUTORING FOR PAY

Staff members may not be paid 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.
PROFESSIONAL STAFF RESEARCH AND PUBLISHING

In order to encourage employee creativity and to protect the rights of both the creative employee and the public, the Caroline County School Board encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of division operations. The superintendent shall establish procedures regulations pursuant to which to clearly assign the ownership rights of ownership of employee-produced instructional materials to works produced by employees within the scope of their employment may be assigned.

Employees who develop materials, including instructional materials and computer programs, outside the scope of their employment that have a connection to or are related to the division shall inform the superintendent in writing of their intent to develop such materials prior to commencing work.

Adopted:

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Cross Refs.: EGAAA Reproduction of Copyrighted Materials
GCQA Nonschool Employment by Staff Members
Ownership of Materials

The Board adopts the "work for hire doctrine," and shall have the copyright of all employees' work produced at the instance and expense of the Board and/or any of its administrative staff.

Works authored by employees on their own time, without expense to the Board, and without instruction, direction, or control of the employees' superiors are the copyright of the employees.

Waiver and Assignment of Proprietary Rights

Copyrights of the Board may be waived in favor of or assigned to the author by the Board upon application submitted to the Board through the superintendent.

The Board authorizes the superintendent to review materials prepared by employees for which the Board has no copyright, and to waive or assign all or part of any interest or proprietary rights therein which is alleged the Board may have, in favor of the employees producing such works.

Any materials copyrighted under this section shall be made available to BLANK Public Schools at no charge to the system.

Work made for hire is defined as materials prepared by an employee in connection with his or her job duties, and it includes instructional texts, tests, answer sheets, and materials specifically commissioned.

The Caroline County School Board encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of division operations. The School Board is the author of works produced by its employees within the scope of their employment and retains all rights to such works unless those rights are expressly waived or assigned to the employee who produced the work.

Any such assignment of rights will be accomplished in accordance with regulations promulgated by the superintendent. The regulations will provide that the work will remain available for the use of the School Board at no charge.

Employees who develop materials, including instructional materials and computer programs, outside the scope of their employment that have a connection to or are related to the division shall inform the superintendent in writing of their intent to develop such materials prior to commencing work.

Adopted:
Legal Ref.: Title 17, Code (P.L. 94-552, 10/19/76) (Copyright law), 17 U.S.C. §§ 101, 102, and 201.


Cross Refs.: EGAAA Reproduction of Copyrighted Materials
GCQA Nonschool Employment by Staff Members
ownership of materials

1. Caroline County Public Schools shall maintain ownership and copyright for any materials produced by Caroline County Public Schools’ employees when the work is produced on school time or uses any school division human, facility, equipment or supervisory resources.

2. Any employee who creates material using his/her own equipment, during personal time and utilizes no school division resources shall maintain the ownership and copyright of that material.

3. An employee may request a waiver of copyright and ownership for any material that may be the property of the School Board by providing the request to the Superintendent with an explanation of the request for the waiver.

4. The Superintendent shall review the waiver request and may present the request to the School Board for approval.

5. If the waiver request is approved, Caroline County Public Schools’ students and staff shall not be charged for the use of the materials.

Issued:
SUPPORT STAFF

Support staff personnel are those employees who need not hold a license issued by state education authorities the Virginia Board of Education in order to obtain their positions. This category includes, but is not limited to, non-licensed administrative positions, clerical, maintenance, transportation, food services, and aides paraprofessional positions.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.
SUPPORT STAFF EMPLOYMENT STATUS

Support staff personnel shall be employed on a non-contract basis and are not issued written contracts unless otherwise such contracts are required by state law.

The school division offers employs three types of employment to support staff personnel:

- Temporary employees shall be who are hired for short-term needs on a daily basis. These employees shall accrue no benefits and are paid only for hours worked.

- Probationary employees shall be who are fully qualified new employees assigned to authorized positions on a month-to-month basis. These employees are eligible for salary increases and shall accrue sick leave benefits at the rate of one day per working month.

- Regular employees shall be those employees who have successfully completed the prescribed probationary period. Regular employees shall be eligible for all employment benefits available under School Board policy. Such employees shall maintain regular employment status while serving a probationary period in a new position following a transfer to a new department or a promotion to a higher position.

Adopted:

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

Cross Ref.: GDG Support Staff Probationary Period
SUPPORT STAFF SALARY SCHEDULES

The School Board shall annually approve a salary schedule for support staff personnel.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.
SUPPORT STAFF LEAVES AND ABSENCES

All support staff employee leaves and absences shall be subject to school division policy and regulations. The superintendent shall provide for the interpretation and application of the school division's policies and regulations regarding leaves and absences.

Adopted:

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

Cross Ref.: GCBE Family and Medical Leave
SUPPORT STAFF PROBATIONARY PERIOD

The probationary period for all support staff positions shall be 90 days.

NOTE—In accordance with the Code of Virginia, this period may not exceed 18 months.

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

Adopted:


Cross Ref.: GBMA Support Staff Personnel Complaints and Grievances
GBMA-R Procedure for Adjusting Grievances for Support Staff
GDPD Support Staff Members: Contract Status and Discipline
RESIGNATION OF SUPPORT STAFF MEMBERS

Support staff personnel who wish to terminate their employment shall give at least two calendar weeks' (14 days) notice to their immediate supervisor. The request will be forwarded to the superintendent who in turn will notify the School Board at its next regularly scheduled meeting.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 18.2-251, 22.1-70, 22.1-78.
PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Caroline County SCHOOL DIVISION 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 shall be compelled to recite the Pledge if he, his parent or legal guardian objects on religious, philosophical, or other grounds to his participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge.

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

Adopted:

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36 U.S.C. § 175 et seq.

Cross Refs.:  JFC Student Conduct
JFC-R Standards of Student Conduct
PILOT, RESEARCH OR EXPERIMENTAL PROJECTS

Right to Inspect Instructional Materials

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Research and Informed Consent

As used herein, the term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods which are appropriate to meet the students' needs and may result in physical or psychological injury to the participants. The designation of any program or project as a research or experimentation program or project shall be made by the superintendent of schools.

Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Va. Code § 32.1-162.18.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division.

If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements.

Any complaints arising under this policy shall be submitted under Policies KL or KLB as appropriate.

Adopted:

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Legal Refs.:—20 U.S.C. § 1232h(a)

45 C.F.R. 46.101 et seq.


8 VAC 20-565-10 et seq.

Cross Refs.:—JHDA——Human Research

KFB——Administration of Surveys and Questionnaires
ALTERNATIVE SCHOOL PROGRAMS

The Caroline County School Board will establish alternative educational programs within existing schools or at separate sites as needed. As special needs are determined, alternative programs may be established by the Board within existing schools or at separate sites that are within the jurisdiction of the BLANK Schools. No person of school age meeting the residency requirements of § 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or divisionwide initiative by the School Board.

Proposals for alternative school programs shall be developed by the superintendent or his/her designee and will be submitted to the Board for review and endorsement prior to implementation. Proposals shall include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;

2. A plan which delineates the proposed organizational structure of the program as it relates to staffing and the scope and structure of the total instructional program;

3. A statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program;

4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;

5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate applicable federal, state, and local laws and regulations, and there is compliance with all applicable accreditation requirements;

6. If the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal; and

7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted:


8 VAC 20-30-10.
GROUPING FOR INSTRUCTION

The Caroline County School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes shall will be designed so each student will receive the maximum instructional benefit and will be based solely on:

1. the best interests of the student,
2. the educational level, or achievement level, of the student,
3. the availability of space,
4. the best educational climate for learning, and
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping shall will remain flexible in order to take advantage of the best educational research currently available. Groups will be created, modified, or disbanded to be responsive to student needs.

Adopted:

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

Cross Ref.: IA Instructional Goals and Objectives
INNOVATIVE OR EXPERIMENTAL PROJECTS PROGRAMS

Experimental and innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board of Education shall be submitted to the Board of Education for approval prior to implementation.

The parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Any complaints arising under this policy may be submitted under Policies KL or KLB, as appropriate.

Adopted:

Legal Refs.: 20 U.S.C. §1232h.


8 VAC 20-131-10 et seq. 8 VAC 20-131-290.

Cross Ref.: IKF Standards of Learning and Graduation Requirements
FIELD TRIPS

The use of field trips to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in extracurricular programs is a valuable activity. Trips shall be approved by the superintendent or designee. Principals are expected to consider the educational value of the trip, the availability of the learning opportunities and the distance, time and expense involved in the trip. Principals are also responsible for following all procedures for requesting approval of field trips. Only properly insured modes of transportation are to be used for school trips. Principals should insure that no student is denied participation on a field trip because of the expense of the trip.

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 will 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
- The availability of transportation

No student will be denied the opportunity to participate in a field trip because of a lack of funds.

Trips will be approved by the superintendent or designee pursuant to regulations developed by the superintendent. Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent will make 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 Caroline County 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.
Adopted:  

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Cross Ref.: JFCB Sportsmanship, Ethics and Integrity
TEACHING ABOUT CONTROVERSIAL ISSUES

The BLANK School Board accepts training for effective citizenship as one of the major purposes of education. This can be done by recognizing that many important areas of study involve issues on which differing positions are held by individuals or groups.

In considering such issues, it shall be the purpose of the BLANK Schools to allow study of teacher assigned issues as follows:

1. Have free access to all relevant information and materials in the school.
2. Conduct research in an atmosphere of freedom from bias and prejudice.
3. Form and express opinions on assigned issues.

The role of the teacher in the presentation of assigned issues is vitally important. All sides of the issue should be given the students in a dispassionate manner. The goal is for the students to be taught to think clearly on all matters of importance, and to make decisions in the light of all the material that has been presented or can be researched on the issues. Indoctrination is not the intent or purpose of the school division. Although the instructional program of the school division includes many facets of the political party system in the United States, the School Board does not approve as a part of the school program the involvement of students in activities that imply school endorsement of an individual political party or candidate.

The Caroline County 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 will be 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 his or her 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 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.

Cross Ref.: KF Distribution of Information/Materials
CORPORAL PUNISHMENT

No teacher, principal or other person employed by the School Board shall 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:

- 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 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 control.

For the purposes of this section policy, "corporal punishment" means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline. This definition shall “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.

In addition, this definition shall not include physical pain, injury or discomfort caused by 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 as permitted by § 22.1-279.1 of the Code of Virginia, 1950, as amended.

Adopted:


Cross Ref.: JM Restraint and Seclusion of Students
HUMAN RESEARCH

Psychiatric or psychological examination, testing or treatment, or surveys, analyses or evaluations conducted as part of any program which is funded by the United States Department of Education or is otherwise subject to policies and regulations promulgated by any agency of the federal government shall be conducted in accordance with Policy KFB Administration of Surveys and Questionnaires, 20 U.S.C. § 1232h, and the applicable federal regulations. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation will be available for inspection by the parents or guardians of the students involved.

Any other human research involving students must be approved and conducted under the review of a human research committee established by the school division or the school conducting or authorizing the research. Such research will be conducted or authorized only after the student and the student’s parents or legally authorized representative give their informed consent, as evidenced by a signed and witnessed informed consent form in accordance with Va. Code § 32.1-162.18. The human research committee will submit to the Governor, the General Assembly, and the Superintendent of Public Instruction or his designee at least annually a report on the human research projects reviewed and approved by the committee. The report will state any significant deviations from the proposals as approved.

The human research committee will be composed of representatives of varied backgrounds to ensure the competent, complete, and professional review of human research activities. No member of the committee may be directly involved in the proposed human research or have administrative approval authority over the proposed human research except in connection with his responsibilities as a member of the committee. In deciding whether to approve proposed human research, the committee will consider the factors listed in Va. Code § 32.1-162.19.

Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or indirectly, are exempt from the requirements of this policy.

Definition: as used in this policy, “human research” means any systematic investigation, including research development, testing and evaluation, utilizing human subjects, that is designed to develop or contribute to generalized knowledge. “Human research” does not include research exempt from federal research regulation pursuant to 45 C.F.R. § 46.101(b).

 Adopted:
Legal Refs.: 20 U.S.C. § 1232h.

45 C.F.R. Part 46.


8 VAC 20-565-30.

8 VAC 20-565-40.

8 VAC 20-565-50.

Cross Refs.: IFB Pilot, Research or Experimental Projects
KFB Administration of Surveys and Questionnaires
LE Relations with Colleges and Universities
IIAE Innovative or Experimental Program
GOALS FOR SCHOOL-COMMUNITY RELATIONS

The School Board recognizes that good school-community relations are essential to securing public input and public support for educational programs. The School Board may will set goals and standards for school-community relations and may regularly evaluate its relationship with the public and its programs for maintaining open channels of communication and good relations with parents, community organizations, the business and industrial sector, and the community at large.

Through its school-community relations program, the Board will encourage the community to:

1. Take an active interest in the schools and participate in planning school activities.
2. Place a high priority on education and make funds available for an educational system that supports learning for all children, and
3. Establish partnerships with the schools to enhance learning opportunities.

School-community relations are essential to securing public input and public support for educational programs.

Adopted:

______________________________________________________________________________
______________________________________________________________________________


Cross Refs: AF Comprehensive Plan  
KBC Media Relations  
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships  
IGBC Parental Involvement
PUBLIC INFORMATION PROGRAM

The community shall be kept informed regarding the educational program through the use of available media of communication.

Since school publications are one means by which the public evaluates the schools, publications shall receive careful faculty supervision as well as approval of the principal to ensure acceptable standards of content and journalism.

The Caroline County School Board recognizes the importance of providing information regarding the school division to the community. The Board will utilize all appropriate means and media in order to

• explain the programs, achievements, and needs of the school division;

• keep students, parents/guardians, and staff members fully informed about Board policies and procedures as well as their own rights and responsibilities;

• communicate factual information regarding the school division; and

• involve students, parents/guardians, and the community in discussions regarding education programs, student activities, and Board policy.

Adopted:

______________________________
______________________________

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 2.2-3700 et seq.

Cross Refs.: KA Goals for School Community Relations
            KBA Requests for Information
            KBC Media Relations
REQUEST FOR PUBLIC RECORDS

Name _________________________________

Address ____________________________________________________________

E-mail address ________________________________

Phone ________________________________

I am a (check one):
☐ Citizen of the Commonwealth of Virginia
☐ Member of the Press Referenced in Va. Code §2.2-3704
News Organization ____________________________

OFFICIAL PHOTO IDENTIFICATION MUST BE PRESENTED PRIOR TO INSPECTION OF RECORDS OR RECEIPT OF ANY COPIES
(PHOTOCOPY ACCEPTABLE WITH MAILED/FAXED REQUEST)

Identification must be presented prior to inspection of records or receipt of copies. A photocopy of identification is acceptable with a mailed/faxed request.

I am requesting access to the following records (please be as specific as possible, and attach additional paper if necessary):

______________________________________________________________________________
______________________________________________________________________________

I am requesting access to the following records (please be as specific as possible, and attach additional paper if necessary):

______________________________________________________________________________
______________________________________________________________________________

Reasonable costs for copying, search, and computer time may be assessed in connection with this request. A current schedule of costs appears in Regulation KBA-R. If the costs associated with this request are expected to exceed $200, the requestor will be asked to pay the estimated costs before the request is processed.

In addition, the requestor may ask for an advance determination of the cost of the request. Please indicate here if you would like an advance determination of cost. Yes ____  No ____

If you are requesting copies, please specify the format in which you would like to receive them. Caroline County school division will provide the record(s) in the requested format if that medium is used by it in the regular course of its business.
Specify format desired (if available):

- Photocopies
- Website posting
- Check this box to request an advance determination of cost.

- E-mail (give address): ___________________
- Other (please specify): ___________________

________________________________   ___________________
Signature       Date

RETURN COMPLETED FORM TO:
CAROLINE COUNTY PUBLIC SCHOOLS
16221 Richmond Turnpike
Bowling Green, VA 22427
## RECORD OF INSPECTION and/or DELIVERY OF COPIES

### Inspection of Public Records

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**Person Reviewing/Requesting Inspecting Records**

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**Staff Person in Attendance or Providing Copies**

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Records Reviewed (describe)

### Photocopies Copies of Public Records

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<th>Date and Method of Payment</th>
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**Delivery Method**

- mail
- e-mail
- etc.

**Staff Person Providing Copies**

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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 school events, personnel, and students, and programs shall be released to the press only with the approval of the principal and in accordance with state and federal laws regarding confidentiality. All other matters representing the official position of the Board prepared for publication by any of its employees shall be approved by the superintendent or his/her designee prior to release to the press.

Adopted:

________________________________________


Cross Ref.: JO Student Records
KB Public Information Program
COMMUNITY INVOLVEMENT IN DECISION MAKING

The School Board recognizes that the community resources and experience can be useful to schools. The Board may involve citizens both as individuals and as groups to act as advisors and resource people.

Public input will be carefully considered by the Board in light of division goals, current practices, and financial feasibility. All final decisions rest solely with the Board.

The Caroline 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.

The Board may appoint a committee of not less than three nor 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 shall serve without compensation.

Adopted:

______________________________________________________________


Cross Ref.: AF Comprehensive Plan
BCF Advisory Committees to the School Board
BDDH/KD Public Participation at Board Meetings
CA Administration Goals
CAROLINE COUNTY SCHOOL DIVISION
REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

### Request By

Request By

Representing

Myself

Organization or Group

(please identify)

Address

E-mail address

Telephone

How do you prefer to be contacted?

Title or Description of Item

Author or Editor

Type of Material (book / film / record / speaker / software / other (specify))

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<td>1.</td>
<td>Did you examine, review, or listen to this learning resource or presentation in its entirety?</td>
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<td>□ YES □ NO</td>
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<td>2.</td>
<td>Have you been able to discuss this material with school staff who ordered it or who use it?</td>
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<td>□ YES □ NO</td>
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<td>3.</td>
<td>Are you aware of the judgment evaluations of this material by professional critics?</td>
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<td>□ YES □ NO</td>
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<td>If no, would you be interested in receiving this information?</td>
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<td>□ YES □ NO</td>
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<td>4.</td>
<td>Describe what prompted your concern about the material. Please cite page numbers and/or specific information from the material to support your concerns (attach additional material, if necessary).</td>
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5. Does the general purpose for the use of the material, as described by the school staff or in the Caroline County School Division’s program objectives, seem a suitable one for you?

☐ YES  ☐ NO

If not, please explain (attach additional material, if necessary)

6. What action[s] would you like to see the school take regarding this material?

☐ Do not assign it to my child  ☐ The school should reevaluate the material

☐ Other—Explain: ____________________________________________________________

________________________________________________________________________

7. Are there other materials of the same subject and format that you would suggest for consideration in place of this material?  ☐ YES  ☐ NO

If yes, please identify your suggestions.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature ______________________________  Date  __________________

RETURN COMPLETED FORM TO SCHOOL PRINCIPAL
PARENTAL RIGHTS AND RESPONSIBILITIES

A. When parents of a student are estranged, separated, or divorced, building all personnel will uphold respect the parental rights of both parents. Unless there is a court order to the contrary, both parents have the right to:

1. view the child’s school records, in accordance with Policy JO Student Records;

2. receive school progress reports, the school calendar, and notices of major school events;

3. visit the school in accordance with Policy Policies KK School Visitors, KN Sex Offender Registry Notification, and KNA Violent Sex Offenders on School Property;

4. participate in parent-teacher conferences; in the case of the noncustodial parent, after a timely request is made; and

5. receive all notifications in accordance with the Individuals with Disabilities Education Act; and

6. receive notice of the student’s extended absence, as defined in and pursuant to Policy JED Student Absences/Excuses/Dismissals, if both parents have joint physical custody.

B. Parent Responsibilities

The custodial parent has the responsibility to:

1. keep the school office informed as to the of his address of residence and how he or she may be contacted at all times;

2. on the BLANK schools registration form, list provide the current address and phone number of the noncustodial parent, at registration unless such address is unknown and the parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent; and

3. provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent.

The noncustodial parent has the responsibility to keep the school office apprised of changes in his or her current phone number and address. Further, the noncustodial parent may make timely requests to participate in parent-teacher conferences. At the request of a noncustodial parent, such parent will be included as an emergency contact for the student’s activities unless a court order has been issued to the contrary.

Adopted:
Legal Refs: 20 U.S.C. §1232g.

34 C.F.R. § 99.1 et seq. 99.4.


Cross Refs: JED Student Absences/Excuses/Dismissals
JO Student Records
KK School Visitors
KN Sex Offender Registry Notification
KNA Violent Sex Offenders on School Property
EDUCATION AGENCY RELATIONS GOALS

The Caroline County School Board generally supports the educational endeavors of other educational institutions whose goals are compatible with those of the division.

In its relationship to other educational institutions, the School Board will strive to stand as a partner and colleague in such ways as described below.

1. Post high school institutions

   a. Within its resources and according to abilities and efforts of each student, the school division will seek to prepare students for successful experiences in post high school institutions.

   b. To the extent appropriate and applicable, the school division will seek to utilize the resources of other educational institutions for the benefit of its students and the development of its own staff.

The school division will cooperate with educational institutions and agencies in selected areas of research and experimentation which have the potential to increase the effectiveness of teacher preparation or staff development and/or which directly improve the local instructional program. To protect students and teachers from unnecessary intrusions that may disrupt instruction and regular school activities, requests for college students and professors to observe classes or otherwise utilize division students shall be submitted directly to the superintendent.

2. Other Institutions and Organizations

   a. The school division will work cooperatively with other school divisions in selected programs when it is beneficial to do so.

   b. The school division will assume appropriate responsibility for improving the climate for education, particularly with reference to expanding the fiscal base, providing for efficient expenditure of funds, and bringing about state or federal legislation which improves education or contributes to division goals.

3. The school division will cooperate with professional educational organizations recognized by the division as important forces for the improvement of education whose goals are compatible with those of the division.

4. The school division will cooperate with institutions such as educational service units and regional laboratories when their programs are consistent with the goals of the division.

Adopted:

___________________________________________
___________________________________________
Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.
Cross Refs.: JHDA Human Research
            KFB Administration of Surveys and Questionnaires
            LEA Student Teachers
RELATIONS WITH COLLEGES AND UNIVERSITIES

To protect students and teachers from unnecessary intrusions that may disrupt instruction and regular school activities, requests for college students and professors to observe classes, make surveys, have students complete questionnaires, use students for practice in standardized testing procedures, and interview students, shall be submitted directly to the superintendent by the dean or the head of the department of the college. Each project shall be fully described in order that proper judgment can be made as to the merits of the proposal, and so that arrangements with the schools can be effected with a minimum of interference with the regular school program.

Adopted:

________________________________________________________________________

________________________________________________________________________

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

Cross Refs.: JHDA —— Human Research
KFB —— Administration of Surveys and Questionnaires
STUDENT TEACHING AND INTERNSHIPS TEACHERS

The Caroline County School Board shall cooperate with approved accredited colleges and universities in providing laboratory to provide opportunities for student teaching in accordance with the following guidelines. The conditions and policies that shall pertain in governing the administration of the student teaching program in the BLANK Schools are as follows:

1. The first responsibility of the supervising teacher is the education of the students for whom he is responsible.

2. Student teachers will be under the administrative direction of the principal of the school to which they are assigned.

3. Teachers who serve as supervising teachers shall will have a minimum of at least two three years of teaching experience, with at least one of those years having been in the school to which the student teacher is assigned.

4. All teachers who serve as supervising teachers shall will be recommended by the principal of the school to the superintendent or designee for approval.

5. All supervising teachers shall take a course in supervision of student teaching as soon as possible to improve their competence as supervisors.

6. A class shall will have no more than one student teacher during the regular school year. Only with the approval of the superintendent shall any class have a student teacher assigned to it for more than one semester.

7. No supervising teacher shall will have a student teacher assigned to him for more than one semester during the regular school year. Any exception to this limitation must be approved by the superintendent.

8. All administrative personnel and supervising teachers shall make certain that student teachers acquire the required number of teaching hours necessary for state certification.

9. The first responsibility of the supervising teacher shall be the educational welfare of the students for whom he is responsible.

10. Participation in teaching, planning of lessons as units, and involvement in school activities by the student teacher shall be under the supervision and administrative supervision of the principal and the supervising teachers.

11. The administrative and supervisory officers in the school division shall have complete authority to A principal may reject or to terminate any student teacher whose professional or ethical behavior who has a negative effect on the ongoing instructional program instruction or welfare of students.
12.8. Information concerning students may be available to student teachers at the discretion of
the supervising teacher and/or principal. In all cases, student teachers shall respect the confidential nature of information provided.

13. The structure and administration of the student teaching program in the school division
shall be that of the superintendent or his/her designee, subject to the approval of the Board.

14.9. Student teachers will follow all the policies and regulations of the Caroline County
School Board that apply to teachers.

Adopted:

_________________________________________________________________
_________________________________________________________________

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

Cross Refs.: JO Student Records
            KN Sex Offender Registry Notification
            LE Relations with Colleges and Universities
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: First Reading-VSBA Policy- File: BBBB- Student Liaison to the School Board

RECOMMENDATION: First Reading

RATIONALE: At the March 12, 2012 School Board meeting a motion was passed to have a first reading at the next Board meeting on a policy to have a student as a non-voting member of the Board.

This policy is an optional policy that has been updated by VSBA as part of the February 2012 Policy Update. The legal reference was also updated. This policy has not been previously adopted by the Caroline County School Board.

Research on other School Boards that have adopted this policy have one or two students who are nominated by the school principal for approval or selection by the superintendent. In the case of a division with multiple high schools, there was an application process from which up to two students were selected. Generally, students are selected at the end of their junior year and serve as the liaison during their senior year.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
STUDENT LIAISON TO THE SCHOOL BOARD

The opinions and concerns of the students at Caroline County Public School Division are important to the Caroline County School Board. Therefore, the School Board shall select a student liaison.

The principal of each high school shall nominate two students from his school to serve as the student liaison to the School Board. From these nominations, the Superintendent shall select the student liaison subject to final approval by the School Board. The student liaison shall serve a one year term.

The student liaison shall serve in an advisory capacity and shall not vote. The student liaison shall not attend closed meetings. The School Division shall provide the meeting agenda and other public materials to the student liaison in advance of each open meeting. The student liaison shall not have access to confidential information, including student or personnel records. The student liaison is expected to attend all regular, open meetings and complete assignments for research and data collection when requested by the School Board.

Adopted:

____________________________________________________________________________

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-86.1.
SUBJECT: 2012 VSBA Showcases for Success

RECOMMENDATION: Informational

RATIONALE: The Virginia School Boards Association has recognized one Caroline County School for the 2012 VSBA Showcases for Success.

Effective School-wide Discipline (ESD) is a positive behavioral management system. Students are taught about expectations for good behavior. They are shown how to behave in the classroom, hallway, bathroom, cafeteria, bus, and gym/locker room. Positive behavior is rewarded with eagle talons. Students may use these talons to purchase items in the talon store. At the conclusion of every quarter, students are also rewarded with an ESD Assembly or ESD Block Party.

A positive behavioral management program like ESD leads to less discipline referrals and more time spent on instruction. ESD impacts the entire school climate and creates a positive change among the students, teachers, staff, and administration. This pilot program has been implemented at Caroline Middle School for the past three years.

Caroline Middle School has implemented two programs that focus on student remediation. The programs are S.T.A.R.T. (Student, Teacher, Academic, Remediation, Time) and Read and Feed. The S.T.A.R.T. program’s focus is to provide structured, early remediation and intervention. The Read and Feed program focuses on multi-level intervention for students with disabilities. The students in both of these programs have been identified based on a culmination of data to include previous SOL
scores, Benchmark scores, Universal Screening, and Progress Monitoring. The Read and Feed sessions also include specific support by teachers representing all four academic areas as well as remediation in soft skills like decoding, fluency, and comprehension. These programs are offered after-school and offer incentives for attendance, snacks, and transportation.

_Dolly G. Lindsay_
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Update on Teacher Evaluation Pilot Program

RECOMMENDATION: Informational

RATIONALE: The implementation of the Teacher Evaluation Model began with all teachers completing their goal setting forms at the beginning of the school year.

The Teacher Effectiveness Committee has met three times to provide input on the process and principals and staff members have made suggestions for improving the program. Some of these include the following:

- A timeline has been established to lessen the impact on teachers at the beginning of the school year. School-wide plans and goals will be established before school starts so that teachers will be able to focus on their own goal setting during the first few weeks of school.
- Change of category of “proficient” to “effective”
- Reduction of number of goals (already reduced to one for this year)
- More training in the writing of goals
- Development of more sample goals to use as guides
- Reduction of observations for tenured teachers to minimum of one (already reduced to one this year)

Principal and assistant principals have been conducting observations and providing samples for review and feedback. Mid-year reviews have taken place. Training for summative evaluations has been provided for teachers and administrators during the month of March.

Team members involved in the pay for performance grant attended training at the College of William and Mary in October and January.

Rebecca B. Broaddus
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

April 2, 2012

SUBJECT: Membership as of March 31, 2012

RECOMMENDATION: Informational

RATIONALE: The enrollment data for Caroline County Public Schools as of March 31, 2012 will be provided at the Board Meeting on Monday, April 2, 2012.

Rebecca B. Broaddus
Signature