

RCPS



RAPPAHANNOCK COUNTY PUBLIC SCHOOLS  
COMPREHENSIVE PLAN  
2022-2027

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# OUR TEAM

## SCHOOL BOARD MEMBERS



Wes Mills, Chairman  
Jackson District



Larry Grove, Vice Chair  
Stonewall-Hawthorne



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Hampton District



Chris Ubben  
Wakefield District



Rachel Bynum  
Piedmont District

## STEERING COMMITTEE

Dr. Shannon Grimsley – Superintendent / Cheerleader in Chief—Comprehensive Plan Chair / Finance Chair

Mrs. Stacey Whitt—CFO – Finance Team Co-Chair

Dr. Carol Johnson – Assistant Superintendent—General Wellness Team Chair

Mrs. Jackie Tederick—C2BF Coordinator—General Wellness Team Co-Chair

Dr. Robin Bolt – Exec. Dir. of Administrative Services – Recruitment and Retention Chair

Mrs. Michelle Berta—HR Specialist – Recruitment and Retention Co-Chair

Mr. Carlos Seward – RCHS Principal—Career Preparation and Workplace Readiness Chair

Mrs. Jennifer Wissinger—RCES Assistant Principal—Content Knowledge Chair

Mrs. Crystal Smith—DDOT/ITRT – Content Knowledge Co-Chair

Mrs. Holly Jenkins—C2BF WIS / Public Relations—Student and Community Engagement Chair

Mrs. Courtney Atkins—Athletic Director/RCHS Nurse—Student and Community Engagement Co-Chair

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## *Introduction*

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The Code of Virginia through the Standards of Quality (SOQ) establishes the requirement that “each local school board adopt a district-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.” This document represents Rappahannock County Public Schools’ compliance with this requirement.

### **Standards of Quality Requirements**

#### **Standard 6 – Planning and Public Involvement**

§ 22.1-253.13:6

B. Each local school board shall adopt a district-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other district-wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revision. Prior to the adoption of any district-wide comprehensive plan or revisions thereto, each local school board shall post such a plan or revisions on the district’s Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the district-wide plan or revisions.

The district-wide comprehensive plan shall include, but shall not be limited to:

- (i) The objectives of the school district, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;
- (ii) An assessment of the extent to which these objectives are being achieved;
- (iii) A forecast of enrollment changes

- (iv) A plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
- (v) An evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school districts;
- (vi) A plan for implementing such regional programs and services when appropriate;
- (vii) A [technology plan](#) designed to integrate educational technology into the instructional programs of the school district, including the school district's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;
- (viii) An assessment of the needs of the school district and evidence of community participation, including parental participation, in the development of the plan;
- (ix) Any corrective action plan required pursuant to Â§ 22.1-253.13:3; and
- (x) A plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.



For facilities-specific information, please refer to the RCPS [Capital Improvement Plan](#).

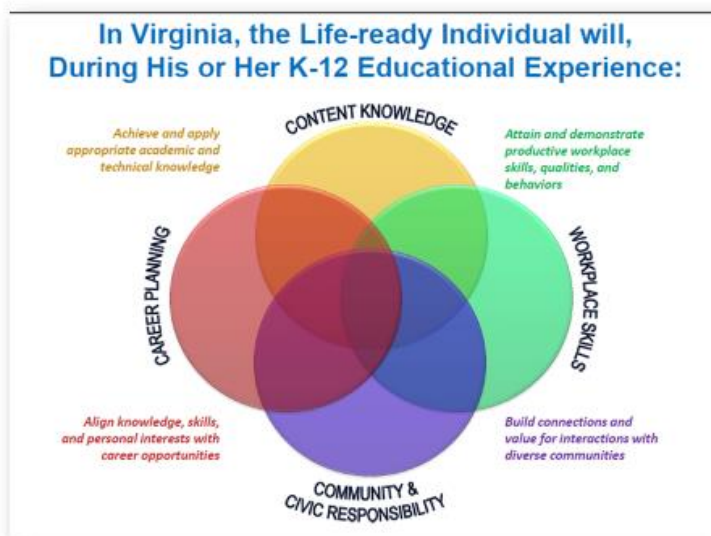
Rappahannock County Public Schools does not discriminate on the basis of race, color, national origin, sex, creed, marital status, age or disability in its programs, activities, or employment practices as required by the Title VI, Title VII, Title IX, Section 504, and ADA regulations. RCPS provides equal access to the Boy Scouts and other designated youth groups. For inquiries please contact Carol Johnson, Assistant Superintendent, Rappahannock County Public Schools, at 6 School House Road, Washington, Virginia 22747, (540-227-0023).

Comprehensive Plan Adopted June 14, 2022



# CONCEPTUAL FRAMEWORK FOR PLANNING

The Virginia Department of Education (VDOE) heard from students, families, and educators that earning a diploma must be about more than passing a prescribed series of courses and standardized tests. Higher education agencies, businesses, and the military provided input to VDOE that graduates must now attain skills and attributes such as critical thinking, creative thinking, communication, collaboration, and citizenship (5 C's) to be successful in life. In response, the high school experience was redesigned and the Profile of a Virginia Graduate was developed.



The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the work force and to be “life ready” in an economy and a world categorized by rapid change. The Virginia Board of Education determined that a life-ready Virginia graduate must:

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

The development of the Profile of a Virginia Graduate is the conceptual framework used by Rappahannock County Public Schools to guide goal-setting and administrative decisions. Legislation passed by the 2016 General Assembly, and signed by former Governor Terry McAuliffe, requires that all schools comply with the Profile of a Virginia Graduate by aligning diploma standards and the educational experiences of all students. Current legislation and guidance from the VA Department of Education continues on this pathway, using the Profile of a Virginia Graduate conceptual framework to redesign the K-12 experience.



## VISION AND MISSION

***The RCPS Vision is to empower every student to reach their full potential.***



***Our Mission is, through educational opportunities, to promote a culture of learning, a roadmap for excellence, and the passion and character that leads to each student's success.***

# ENROLLMENT TRENDS AND FORECAST

## Enrollment Summary and Demographics SY 2021-2022

Preschool – Grade 12 Enrollment Summary: (786 students enrolled)

American Indian/ Alaskan Native: .1%

Asian / Pacific Islander: .1%

Black: 1.6%

Hispanic: 6.5%

White: 79%

Hawaiian: 0%

Black & White: 4.8%

Unclassified: 7.9%



Enrolled student numbers include preschool through grade 12 in the physical building or remote learning. This does not include First Step or certain outplaced students. This number will not equal ADM, but should be used as a close projection to determine actual projected expenditures for educating students for whom the school district is responsible for managing scholastic records and services.

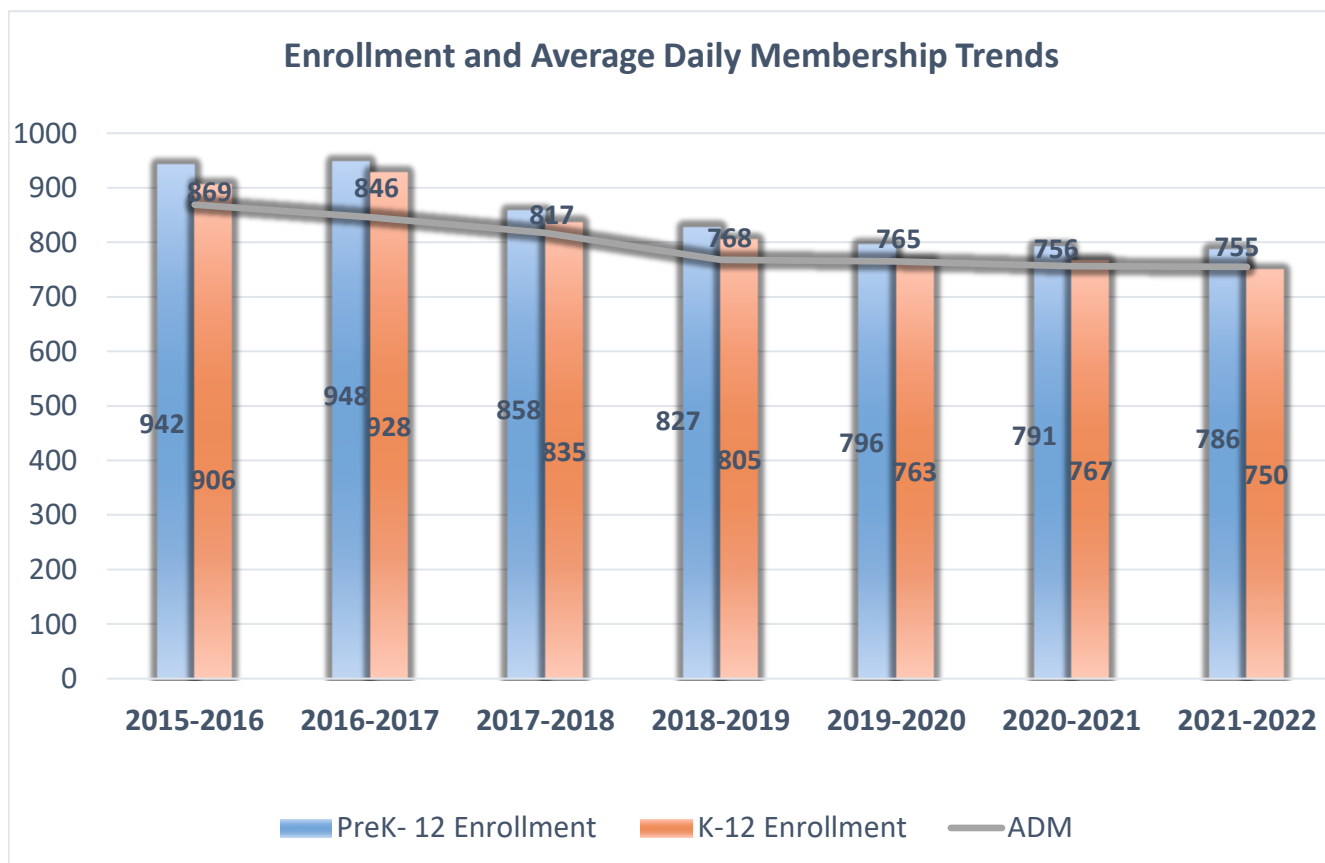
## Enrollment, LCI, and Average Daily Membership (ADM)

Understanding enrollment and average daily membership projections is key to understanding the funding formulas that provide state and federal aid to schools. State and federal funding is based on a division's Local Composite Index (LCI), which is comprised of three indicators for a locality's ability to fund the school budget: true value of real property, adjusted gross income, and taxable retail sales. The LCI for Rappahannock County used to calculate state and federal revenues for FY 2023 is 0.8000, meaning the locality is expected to fund 80% of the school budget, with only 20% of support from state and federal dollars. The LCI adjusts each biennium with Rappahannock's LCI historically one of the top ten highest in VA.



The Average Daily Membership (ADM) is a calculation used by the state, along with LCI, to determine fundable student slots in the K-12 public school program. This number is determined by dividing the total aggregate daily membership of students in grades K-12 who attend classes “in school” by the total number of days school was in session, from the first day of the school term through the last school day in March.

**NOTE:** This calculation excludes many students for whom the public school is still responsible in some way. The ADM excludes any students in preschool, First Step, disabled pupils ages 20 and 21, students in alternative education programs, non-public school pupils, students in ISAEP (GED), students in home-based education, private special education, students funded with CSA funds, contiguous out-of-state students with or without the same attendance privileges, students with inter-state compact placement, or students in a virtual program delivered by an approved multi-division online provider (MOP). Therefore, RCPS serves many students for which the school system receives no funding. The chart below illustrates the differences between ADM and actual enrollment in public school services as reported on the Virginia Department of Education Student Record Collection Reports for Rappahannock County Public Schools.



## Enrollment Forecast

Based on the enrolment and ADM trends, the following projections are anticipated for RCPS over the next five years:

School Year	Projected Enrollment	Projected ADM
2022-2023	785	755
2023-2024	786	758
2024-2025	790	760
2025-2026	793	764
2026-2027	798	767

Of course, enrollment projections are difficult to anticipate due to the uncertainty of the numbers of students who may return post-pandemic as well as those who may decide to enroll should comprehensive planning goals be realized.



# NEEDS ASSESSMENT

## PROCESS

A review of our division's student achievement data, enrollment trends, enrollment projections, student, parent, community feedback, budget and comprehensive planning surveys, and federal and state reports helped shape the district's key priorities for achieving the mission and vision set forth by the comprehensive planning teams.

### Division Overall (No data for 2019-2020 due to COVID-19)

- Fully accredited seven years in a row
- Partnering with agencies like LRCC and RappCE to offer college and career courses.
- Exceed state standards for performance, certifications, and high school graduation rates.

### Rappahannock County Elementary School SOL Pass Rates

Assessment Type	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	
					RCES	State
English	77	81	83	80	68	71
History	82	91	90	85	N/A	N/A
Mathematics	86	86	87	90	55	54
Science	98	87	93	90	57	59

### Rappahannock County High School SOL Pass Rates

Assessment Type	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	
					RCES	State
English	82	83	87	86	79	71
Graduation & Completion Index (GCI)	96	95	98	97	93	93
Mathematics	91	84	82	91	51	54
Science	92	89	93	89	61	59

The 2020-2021 SOL results reflect reduced student participation in state reading assessments due to COVID-19. Results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

**In order to continuously improve, close achievement gaps, and graduate life-ready students to achieve the RCPS Vision and Mission, the Comprehensive Planning Teams developed *The Road to Remarkable*.**

# ROAD TO REMARKABLE

The Road to Remarkable is not easily traversed. There are many challenges along the roadmap to success. The goals, objectives, and strategies developed in this plan center around addressing each one of the following priority areas:

## Recruitment and Retention

Recruiting and retaining a premier workforce dedicated to excellence in education.



## School Community General Wellness



Promoting the academic, physical, mental, and emotional well-being of students, staff, and the community at large.

## Student-Community Engagement & Civic Responsibility

Cultivating a welcoming, inclusive school community environment.



## Financial Planning

Supporting district goals and innovation through leveraging all possible avenues of funding.



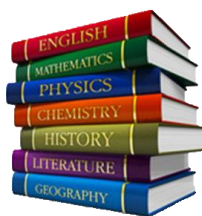
## Career Preparation and Workplace Readiness



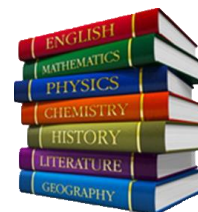
Providing students authentic experiences to cultivate career and workplace skills.

## Content Knowledge

Enhancing academic growth and success for all students while also closing achievement gaps.



# PRIORITY 1: CONTENT KNOWLEDGE



RCPS will provide an environment that enhances student academic growth for all students in the core academic areas to ensure academic achievement gaps are closed while all students are appropriately challenged and achieving at or above pre-pandemic levels according to 2018-2019 data by the end of School Year 2024.

## **STRATEGY 1: Continue to implement tiered system of supports in order to address the needs of individual students and groups of students.**

- **Objective 1:** Provide rich early childhood experiences for all children through VPI, preschool, special education PreK and collaborations with local programs (CCLC).
- **Objective 2:** Provide specialized training to staff on utilizing the Response to Intervention (RTI) model to differentiate instruction according to student need.
- **Objective 3:** Provide training and coaching to staff on lesson planning for differentiation.
- **Objective 4:** Utilize data meetings and discussions to continuously improve instruction and modify tiered supports.
- **Objective 5:** Ensure regular progress monitoring for each tier in order to measure growth and adjust interventions as necessary.

## **STRATEGY 2: Align the written, taught, and learned curriculum with assessment to ensure fidelity of content and instructional modality.**

- **Objective 1:** Continuously review quantitative and qualitative data at the departmental and grade specific level in order to inform instruction.
- **Objective 2:** Engage with instructional staff to promote best practices to include developing formative and summative assessment by using data-driven discussions.
- **Objective 3:** Empower instructional leadership staff to model best practice and provide instructional coaching focusing on differentiation.
- **Objective 4:** Provide opportunities for vertical alignment articulation discussions as well as content/department/grade-level specific curriculum writing and pacing.





## PRIORITY 2: CAREER PREPARATION & WORKPLACE READINESS



Students will align knowledge, skills, and personal interests, coupled with demonstrating productive workplace skills, qualities, and behaviors to prepare them for opportunities in employment, enrollment, and/or enlistment.

### **STRATEGY 1: Continue development and expansion of high school academies.**

- **Objective 1:** Continue to grow the programming in the Agricultural Sciences Academy, particularly in the areas of veterinary and equine studies.
- **Objective 2:** Continue to work with local and regional partners to provide programming in the Health Sciences Academy, particularly in providing students with hands-on experiences and industry certifications.
- **Objective 3:** Partner with Laurel Ridge Community College to develop a Trades & Industry Academy to have programming on both the high school and college campus that will provide students with hands-on experiences and industry certifications.
- **Objective 4:** Continue to develop a Fine & Performing Arts Academy, particularly in the areas of art, drama, and music.

### **STRATEGY 2: Continue development and enhancement of the Profile of a Graduate Team.**

- **Objective 1:** Continue to cultivate our partnerships with the Family Futures Foundation to provide financial literacy to students in order to prepare them for post-secondary life.
- **Objective 2:** Continue to cultivate our partnership with Laurel Ridge Community College to provide students access and opportunities to participate in workforce development training.
- **Objective 3:** Continue to cultivate our partnership with the Virginia College Advising Corps to provide students with post-secondary education options that moves them closer to achieving long-term career goals.

**STRATEGY 3: Expand and enhance partnership with Rappahannock Center for Education (RappCE) and the Headwaters Foundation to remove barriers to accessing vital life-ready programming.**

- **Objective 1:** Continue and expand our partnership with RappCE by increasing the number of course and credentialing options provided for students, particularly in the area of health science.
- **Objective 2:** Continue and expand our partnership with the Headwaters Foundation, particularly in providing students access and opportunity via the High School Plus program and in providing students with the opportunity to cultivate mentorship and internship experiences facilitated by the Foundation.

**STRATEGY 4: Prepare students for the 3-Es (Enrollment, Enlistment, and Employment).**

- **Objective 1:** Provide a dynamic comprehensive academic curriculum that is transdisciplinary, and that exposes students to all four of the high school academies and provides co-curricular experiences such that students will be highly credentialed in multiple career and technical fields in order to leverage those skills to have real choices and options in a post-secondary environment.
- **Objective 2:** Increase opportunities for credentialing students for careers by providing courses and assessments that allow students to receive no fewer than 3 industry certifications beginning with the Class of 2023.
- **Objective 3:** Align the academic career plan in order to ensure that all students who graduate RCPS have the opportunity to engage on an academic track along with completing at least one of the four high school academies by 2025.





## PRIORITY 3: FINANCIAL PLANNING



RCPS will support the Comprehensive Planning Priorities through leveraging a multitude of resources, facilitating community and organization collaboration, advocacy efforts for equitable funding for small, rural schools, and through seeking and writing successful grant applications so that a remarkable education is funded to the maximum extent possible while minimizing the overall impact on county coffers.

**STRATEGY 1: Prioritize promotion of school and community programs to bolster recruitment and retention of a high quality instructional staff with the professional capacity to support student achievement and success at all levels as measured by rates of retention, student achievement, and increase in ADM and enrollment.**

- **Objective 1:** Support competitive salary and benefits in order to attract, recruit, and retain high quality staff.
- **Objective 2:** Expand incentive programs for new recruits to include innovative fringe benefits (i.e. student loan assistance, moving expenses, tuition assistance, etc.).
- **Objective 3:** Emphasize teacher wellness through Commit to Be Fit, the Wellness Center, and improving staff morale.
- **Objective 4:** Invest in promoting the school, community, and programs to attract potential hires and families to the community.

**STRATEGY 2: Support fundamental and innovative programs that promote student academic growth and achievement at all levels as well as life-readiness by collaborating with community organizations to leverage all available resources to ensure programmatic success.**

- **Objective 1:** Garner support and secure additional funding for both tuition costs for students for students wishing to participate in Dual Enrollment courses as well as professional development for teacher credentialing.
- **Objective 2:** Support vulnerable coordinator positions for high school academies, Profile of a Graduate Team, and other program costs associated with these programs.
- **Objective 3:** Collaborate with Family Futures to ensure the continued success and continued implementation plan of the My Future program to align with life-readiness goals, grade-level expectations and objectives, and academic and career plans for each individual student.



- **Objective 4:** Continue to collaborate with the Headwaters Foundation, LFCC (Laurel Ridge), and other organizations to support innovation and enrichment opportunities such as Mountain Vista Governor’s School and advanced coursework.

**STRATEGY 3: Advocate for changes at the state level to remove funding barriers to supporting Rappahannock County Public Schools programs and operations as outlined in the [School Innovative Finance Taskforce \(SIFT\) Report](#).**

- **Objective 1:** Promote collaborative messaging and communications between the School Board and Board of Supervisors to advocate through joint resolution for changes impacting inequitable funding allocations to RCPS.
- **Objective 2:** Work with Rappahannock representatives and legislators to help remove barriers to school funding, such as Support Cap discrepancies, the Supplemental Basic Aid Cap only applicable to Rappahannock County, and Local Composite Index (LCI) inequities.
- **Objective 3:** Collaborate with the Coalition of Small and Rural Schools (COSARS) to increase opportunities to discuss RCPS financing issues at the state level, including but not limited to the Cost of Competing Adjustment (COCA), At-Risk Add-On, and LCI.
- **Objective 4:** Continue discussion and sharing research with JLARC in order to promote recommended changes of the LCI formula.

**STRATEGY 4: Invest in improving student access to technology and broadband so that 100% of all RCPS students have equal access to devices and internet modalities by 2025.**

- **Objective 1:** Maintain 1:1 device ratio for students at school through careful fiscal management of the district’s technology and VPSA funding streams.
- **Objective 2:** Support increased broadband connectivity for underserved students and families by leveraging all available resources (i.e. ESSER and ECF funds, grant dollars, etc.) and collaborating with the county to increase access.
- **Objective 3:** Continue to build upon capacity developed during COVID in terms of access and instruction modalities through supporting professional development around best practices utilizing recent advancements in technology integration in the classroom.



## PRIORITY 4: STUDENT-COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY



RCPS will create an environment to cultivate a successful connection between students, families, and the community in order to produce more responsible, responsive, and life-ready citizens by graduation.

### **STRATEGY 1: Increase volunteer opportunities and volunteer presences at both schools.**

- **Objective 1:** Explore ways to support a volunteer coordinator or educational services coordinator in the county with approximately 20 hours dedicated to connecting volunteer organizations with program heads at the schools.
- **Objective 2:** Hold community events (at least two per year) to bring in businesses, organizations, and individuals representing different careers in the county.

### **STRATEGY 2: Increase student engagement in the community by expanding opportunities for student volunteering to help solve community problems.**

- **Objective 1:** Create a framework (Academy model) in which every student must complete a life-ready course or authentic experience prior to graduation, such as job shadowing or internship.
- **Objective 2:** Support student engagement in the community by finding ways to provide transportation to and from these authentic experiences.

### **STRATEGY 3: Increase parent involvement in the schools.**

- **Objective 1:** Partner with the RCPS PTO on events and initiatives that support students.
- **Objective 2:** Create school-wide emphasis on involving parents in their child(ren)'s learning through communication, outreach, and specific social media campaigns.
- **Objective 3:** Increase parent involvement in the academic career planning process with the POG team so that parents and students have opportunities to provide continuous feedback and learn about different opportunities.





## PRIORITY 5: RECRUITMENT AND RETENTION



RCPS will recruit and retain a premier workforce dedicated to fostering educational excellence, continuous improvement, and a compassionate environment, making RCPS the institution of choice for students, parents, and employees.

### **STRATEGY 1: Provide competitive salary, benefits, and incentives to recruit and retain high quality staff.**

- **Objective 1:** Provide financial assistance for relocating or sign-on bonuses for hard to fill positions.
- **Objective 2:** Expand incentive programs for new recruits to include innovative fringe benefits as outlined in Priority 3.
- **Objective 3:** Establish milestone bonuses to at 5 or 10 year increments to retain staff.

### **STRATEGY 2: Enhance recruiting efforts in order to cast a wider net for attracting potential candidates.**

- **Objective 1:** Attend career fairs outside of the typical regional proximity zone.
- **Objective 2:** Update and revamp media platforms for recruiting including brochures, videos, and social media.
- **Objective 3:** Collaborate with university educator programs to become a placement site for potential student teachers.

### **STRATEGY 3: Establish a more robust hiring, onboarding, performance management, and compensation management system.**

- **Objective 1:** Fully implement and train key staff on utilization of Talent Ed management system.
- **Objective 2:** Streamline professional development, new teacher training, orientation, and required training for support staff to be easily accessible and trackable.
- **Objective 3:** Ensure a systematic and continuous feedback oriented staff development plan and new teacher and administrator mentorship program to provide support and professional growth for all new instructional staff.





**STRATEGY 4: Cultivate a workplace environment where educational professionals, support staff, and classified employees realize their impact on student achievement and strive to reach their fullest professional potential.**

- **Objective 1:** Focus on morale and school climate by using feedback data to improve systems and process that negatively impact staff morale.
- **Objective 2:** Maintain a culture of inclusivity among staff, students, and community, where all members are affirmed and feel welcome.
- **Objective 3:** Provide support systems and targeted professional development for staff that promote overall wellbeing.





## PRIORITY 6: SCHOOL & COMMUNITY GENERAL WELLNESS

RCPS will maintain an emphasis on providing services that promote the academic, physical, mental, and emotional well-being of students, staff, and the community at large as measured by overall participation in wellness activities and programs.

### **STRATEGY 1: Resume Commit to Be Fit activities that were disrupted during the COVID-19 pandemic.**

- **Objective 1:** Collaborate with the C2BF team and other wellness community partners to develop a more robust schedule of activities for students, staff, families, and the community.
- **Objective 2:** Implement a kick-off activity each fall and establish baseline activities with the goal of increasing wellness-related activities each year through May of 2027 in order to reach pre-pandemic levels.
- **Objective 3:** Advertise and provide outreach through multiple modalities including social media and newsletters.

### **STRATEGY 2: Implement a strategic marketing campaign to better communicate the wellness programs and services available at RCPS, including the wellness center services provided by Valley Health and Health Connect America.**

- **Objective 1:** Invite wellness providers to be present at back to school night events and parent teacher conference nights.
- **Objective 2:** Provide updated information periodically in social media, newsletters, news articles, and parent emails emphasizing the services available to students and families.

### **STRATEGY 3: Continue to provide staff development to ensure the implementation and fidelity of wellness programs in the schools.**

- **Objective 1:** Support staff through training in implementation of the Social Emotional Learning (SEL) curriculum and the use of morning meetings and seminar.
- **Objective 2:** Provide targeted training for providing behavioral supports in the classroom, including trauma-informed and youth mental health first aid best practices.



**STRATEGY 4: Expand offerings for overall wellness to include activities and services during the school day, after school hours, and weekends.**

- **Objective 1:** Provide additional hours for counseling services on specified evenings from 4-8 PM as available by providers.
- **Objective 2:** Expand Fit Kids clinic services to families and staff in 2022-2023 and expand further to offer specified services to the community after school hours.
- **Objective 3:** Collaborate with the Rappahannock County Public Library to provide computers and necessary technology to students, staff, and families to access wellness services (i.e. telehealth equipment, laptop/IPAD check out, etc.).



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## ACKNOWLEDGEMENTS

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## References / Data Examined

[Alexandria Volunteer Process](#)

[CDC School Health Guidance](#)

[CDC Wellness Policy Guidance](#)

[Chesterfield Volunteer Process](#)

[Fairfax County Public Schools Service Learning Program](#)

Governor's Proposed FY 23 Budget

[NIH Research](#) Linking Physical Activity to Achievement

[Parental Involvement in School Wellness](#)

RCES/RCHS School Improvement Plans

RCPS Comprehensive Plan Updates 2017-2022

RCPS SOL Pass Rates (5-year trend)

Retention/Turnover Rate Trends

SEL Model ([CASEL](#))

[SIFT Report](#)

Stakeholder Survey Data

Surrounding School District Retention Data

[VA School-Based Mental Health Guidance](#)

VDOE Excellence in Civics Education