

**Guidelines for Banking-at-School Partnership Programs
In Compliance With
Code of Virginia §22.1-208.2:3
June 27, 2002**

Introduction

Banking-at-school partnership programs are designed to provide a multidisciplinary method to reinforce, augment, and support the objectives of the Standards of Learning for Mathematics, English, History and Social Science, and Computer Technology and the Career and Technical Education competencies through practical educational experiences that (a) allow students to apply mathematical concepts, communication and computer technology skills, and knowledge of economic principles; (b) allow students to develop proficiency in basic life skills pertaining to money management, personal finance, banking, commerce and trade, and investments; (c) facilitate financial literacy and an understanding of the American economic system, Virginia's economy, the global economic system, and the effect of personal finance decisions on the national and state economic systems; and (d) permit students to explore entrepreneurship and career options in banking and finance. In such programs, a financial institution shall establish, maintain, and support a bank or credit union in a public school, which will be operated by students for students, faculty, and others agreed upon by the school and financial institution. These financial institutions may include banks, savings and loan associations, savings banks, or credit unions authorized to conduct business in the Commonwealth of Virginia. The programs should be funded solely by gifts, grants, donations, in-kind services, and bequests received by a public school from its authorized partner financial institution(s).

In accord with §22.1-208.2:3 of the *Code of Virginia*, effective July 1, 2002, these guidelines have been established by the Department of Education in consultation with the State Corporation Commission's Bureau of Financial Institutions, the Virginia Bankers Association, the Virginia Credit Union League, and representatives from schools that currently participate in active banking-at-school partnerships. The provisions of these guidelines shall not affect the continuation or operation of any existing school bank or school credit union established by public schools and authorized financial institutions in the Commonwealth of Virginia prior to the effective date of these guidelines, July 1, 2002. Furthermore, the provisions of these guidelines expire on July 1, 2006.

Eligibility Criteria for Banking-at-School Partnering Financial Institutions

1. A financial institution that participates in a banking-at-school partnership shall be licensed to conduct banking, investment, and other financial business in the Commonwealth of Virginia.
2. The financial institution should develop a plan and a written partnership agreement with the partnering school or school board to:
 - (a) establish a school bank/credit union operated; administered; and managed by students for students, faculty, and others agreed upon by the school and financial institution in the partner public school; and supervised by qualified school and bank/credit union employees assigned to the student bank/credit union;

- (b) encourage participation in the programs of the public school;
 - (c) sponsor and promote the school bank/credit union;
 - (d) provide financial support for the school bank/credit union through gifts, grants, donations, in-kind services, or scholarships to “student employees” and school employees assigned to supervise the school bank/credit union, or to work directly with “student employees” and student customers/members regarding the school bank/credit union to help defray the costs of education and training to operate the school bank/credit union;
 - (e) determine the range of banking services to be offered as agreed with the partnering school or school board;
 - (f) train “student employees” and provide manuals concerning some or all of the following: operation, administration, and management of a financial institution; federal and state laws and regulations applicable to financial institutions; the responsibilities of financial institution officials and employees; full-service banking, including online banking; the need for good work habits and skills; interpersonal relationships and teamwork; contracting for services with vendors; the benefits of good communication and public relations skills; financial investments, loans, credit cards, securities, stocks, bonds, debentures, money markets, and other financial plans; and other information related to operating a business, acquiring personal financial security, and working in the world of high finance;
 - (g) train school employees assigned to supervise the school bank/credit union regarding the operation, administration, and management of financial institutions; and
 - (h) provide the technological and security infrastructures necessary to operate a school bank/credit union on the school premises;
 - (i) evaluate the program on a regular basis.
3. The financial institution may provide for the training of “student employees” and school employees through the temporary assignment of bank/credit union employees to the school bank/credit union, the participation of “student employees” and school employees in in-service education and training programs and seminars offered by the financial institution, and through exchange of personnel and banker-in-residence agreements with the public school.

Responsibilities of Schools and School Boards Participating in Banking-at-School Partnership Programs

4. Schools and/or school boards that participate in banking-at-school partnership programs should develop a plan and a written agreement with the partnering financial institution that:
- (a) determine the range of financial services to be offered as agreed with the partnering financial institution;
 - (b) designate secure space for the program to operate;
 - (c) provide criteria for adult supervisors for the program, who will be selected and trained as agreed with the partnering financial institution;
 - (d) provide criteria for student employees for the program, who will be selected and trained as agreed with the partnering financial institution;
 - (e) develop criteria for the eligibility of students and others to participate as customers/members in the program;

- (f) determine a schedule to operate the school bank/credit union so that students, faculty, and other approved customers/members have access to the bank/credit union;
- (g) advertise and promote the bank/credit union within the school and school community, to the degree approved by the partnering financial institution and the local school board;
- (h) encourage participation of at-risk and disadvantaged students in the banking-at-school program;
- (i) determine in advance a process to dissolve the banking-at-school partnership program, if necessary, and to dispose of donated funds or other financial contributions provided by program partners;
- (j) outline liability issues and actions to be taken to address such issues; and
- (k) evaluate the program on a regular basis.

Student Employees

- 5. A “student employee” means any student who, upon the written permission of his parent and on the basis of his qualifications and interest in financial services at school, has been selected jointly by the supervising school employee and the financial institution employee assigned to the school bank/credit union to participate as an employee of the school bank/credit union.

Parental Permission and Involvement

- 6. A parent or guardian should present written permission to the school administrator or his designee that his or her child may participate in the school bank/credit union.
- 7. The parent should agree to be responsible for any financial obligations incurred by the student through his or her participation in the school bank/credit union.
- 8. The parent should also be encouraged to participate in and support the school bank/credit union, including the responsibility for helping the student understand his or her obligations to the school bank/credit union as a “student employee” or as a student customer/member.

Curriculum Integration

- 9. A curriculum plan should be developed for a banking-at-school partnership program that integrates and reinforces relevant concepts in the Standards of Learning for Mathematics, English, History and Social Science, Computer Technology; Career and Technical Education competencies; and other associated courses that must be applied by students participating in school banks or school credit unions, such as:
 - (a) duties and banking functions that require an understanding of the currency system in the United States, including the history and role of the federal reserve banking system;
 - (b) profits and loss;
 - (c) assets and liabilities;
 - (d) an understanding of credit reports and the benefits of maintaining good credit;
 - (e) effective oral and written communications;
 - (f) electronic transfers and online banking;
 - (g) the setting of interest rates and the application of simple and compound interest;

- (h) the American and Virginia economic systems;
- (i) global economics;
- (j) the world of high finance, business structures, the corporate community, self-employment, entrepreneurs and partnerships, product and service diversification, industry, marketing and advertising, personnel administration, business management, and investments; and
- (k) the relevancy of the noted Standards of Learning and career and technical education competencies to daily life.

Materials and Resources

- 10. Materials and resources should be sought from federal and state agencies and other associations and organizations that promote and assist small business development and entrepreneurship, especially as they relate to banking and finance. These materials and resources should also include an introduction to and subsequent instruction concerning entrepreneurship, the benefits and advantages of such ventures, and the role and contribution of small businesses to the economy.
- 11. The banking-at-school partnership program should solicit creative ideas and concepts and noteworthy proposals from participating students and school and bank/credit union employees.

Program Evaluation

- 12. A plan should be developed to evaluate the effectiveness of the banking-at-school partnership program. This evaluation should consist of a regular progress report or evaluation that contains representative project information and data; outlines the strengths of the program; makes recommendations for continuing, enhancing, improving, or expanding the program; or, if necessary, makes a recommendation to terminate the program.