



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

## CHARTING THE COURSE

### School Board Services

**Carolyn T. Rye, Chair**  
District 5 - Lynnhaven

**Kimberly A. Melnyk, Vice Chair**  
District 7 – Princess Anne

**Beverly M. Anderson**  
At-Large

**Sharon R. Felton**  
District 6 – Beach

**Jennifer S. Franklin**  
District 2 – Kempsville

**Dorothy M. Holtz**  
At-Large

**Laura K. Hughes**  
At-Large

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

### ***School Board Regular Meeting Agenda***

**Tuesday, May 25, 2021**

Pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will be able to observe the School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom through the link below.

The School Board will hear public comment both Formal Agenda and Informal Meeting and Non-Agenda items at the May 25, 2021 School Board Meeting. Citizens who would like to speak can sign up to speak either in person or electronically. All speakers must be signed up to speak by noon on May 25, 2021. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. Agenda and Non-Agenda item speakers will be heard as set forth in the Agenda. Persons signed up to speak in person will be required to remain outside of the School Administration Building until called to speak and may not enter the building for any other reason. In person speakers will be required to follow physical distancing and safety protocols including wearing a face covering while in the School Administration Building, while addressing the School Board or on its grounds. Speakers who are under 18 years old may be accompanied by one adult while in the School Administration Building. Citizens requiring accommodations to these requirements are encouraged to participate through electronic means or to contact the School Board Clerk to discuss accommodations. Non-Agenda Item speakers will be heard after the Conclusion of the Regular School Board Meeting. The Non-Agenda Item speaker portion of the School Board Meeting is not broadcast on VBT but may be observed through the Zoom link listed below. The School Board will hear comments from speakers but reserves the right to conclude speaker comments by vote of the School Board. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

Attendee link: [https://us02web.zoom.us/join/register/WN\\_DpCNG8F\\_Q3maMf5Xq9tpdw](https://us02web.zoom.us/join/register/WN_DpCNG8F_Q3maMf5Xq9tpdw) Call-in (301) 715-8592 ID 838 2723 7018

Public comment is always welcome by the School Board through their group e-mail account at [vbcpschoolboard@googlegroups.com](mailto:vbcpschoolboard@googlegroups.com) or by request to the Clerk of the School Board at (757) 263-1016

### **INFORMAL MEETING**

1. **Convene School Board Workshop ..... 4:00 p.m.**
  - A. School Board Administrative Matters and Reports
  - B. Family and Community Engagement Update
2. **Closed Meeting Added 05/24/2021**
3. **School Board Recess ..... 5:30 p.m.**

### **FORMAL MEETING**

4. **Call to Order and Verbal Roll Call (School Board Chambers) ..... 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognitions**
  - A. 2022 Citywide Teacher of the Year
7. **Adoption of the Agenda**
8. **Superintendent's Report**
9. **Approval of Meeting Minutes:**
  - A. May 11, 2021 Regular School Board Meeting
10. **Hearing of Citizens and Delegations on Formal Agenda Items**

The School Board will hear public comment on Formal Agenda items at the May 25, 2021 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated 4 minutes each. Sign up for public speakers will close at noon on May 25, 2021. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. May 25, 2021. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

## CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)  
Tuesday, May 25, 2021

### 11. **Consent Agenda**

All items under the Consent Agenda are enacted on by one motion. During item 7 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

### 12. **Action**

- A. Personnel Report / Administrative Appointment(s) **Updated 05/27/2021**
- B. Workforce Readiness Award Application
- C. Budget Transfers **Added 05/24/2021**

### 13. **Information**

- A. Interim Financial Statements – April 2021
- B. Final 2021-2022 Operating Budget Reconciliation
- C. Notification of Intent to Apply for Federal Grants SY 2021/22 **Added 05/24/2021**
- D. Superintendent's Evaluation Instrument Amendments Effective July 1, 2021 **Added 05/24/2021**
- E. Policy Review Committee (PRC) Recommendations
  - 1. Appendix B/ School Board Standing Rules **Updated 05/24/2021**
  - 2. Appendix C/ School Board Standing Committee Procedures
  - 3. Policy 4-37/ Insurance Plans
  - 4. Policy 5-41/ Student Dress and Grooming Codes
  - 5. Policy 6-31/ Gifted and Talented Students
  - 6. Policy 6-41/ Computer Literacy

### 14. **Committee, Organization or Board Reports**

### 15. **Conclusion of Formal Meeting**

### 16. **Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items**

The School Board will hear public comment on Informal Meeting and Non-Agenda items at the May 25, 2021 School Board Meeting. This portion of the School Board Meeting is not broadcast on VBTV but may be observed through the Zoom link listed above. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated 4 minutes each. Sign up for public speakers will close at noon on May 25, 2021. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. May 25, 2021. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

### 17. **Workshop (as needed)**

### 18. **Closed Meeting** **Updated 05/24/2021**

### 19. **Vote on Remaining Action Items (as needed)**

### 20. **Adjournment**



**Subject:** Family and Communications Engagement Update **Item Number:** 1B

**Section:** Workshop **Date:** May 25, 2021

**Senior Staff:** Natalie Allen, Chief Communications and Community Engagement

**Prepared by:** Admon Alexander, Director, Family and Communications and Community Engagement

**Presenter(s):** Admon Alexander, Director, Family and Communications and Community Engagement

**Recommendation:**

That the School Board receive an update for the Office of Family and Community Engagement for the 2021-2022 school year.

**Background Summary:**

The office of Family and Community Engagement (FACE) has been reorganized within the Department of Communication and Community Engagement to focus on the need of the community as well as strengthen the business partnerships. This presentation is to inform and highlight the work of the FACE office.

**Source:**

**Budget Impact:**

N/A



**Subject:** Closed Session **Item Number:** 2

**Section:** Closed Meeting **Date:** May 25, 2021

**Senior Staff:** N/A

**Prepared by:** Kamala Lannetti, Deputy City Attorney, Anthony Arnold, Director of Facilities

**Presenter(s):** Kamala Lannetti, Deputy City Attorney; Rebecca Kubin, Deputy City Attorney

**MOTION:** I move that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 3, 7 and 8 of the Code of Virginia, 1950, as amended, for

1. **REAL PROPERTY.** Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.
  - A. Status of certain property dispositions
  
3. **CONSULTATION WITH LEGAL COUNSEL.** Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Consultation with Legal Counsel concerning current legal matters.

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**RECONVENE IN OPEN SESSION:**

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**CERTIFICATION:**

**WHEREAS,** the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS,** Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

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**ACTION AS NEEDED:**

**Background Summary:**

Appropriate requests have been made for a closed meeting.

**Source:**

Bylaw 1-37 and Code of Virginia, Section 2.2-3711

**Budget Impact:**

N/A



Subject: School Board Recognitions Item Number: 6A

Section: Student, Employee and Public Awards and Recognitions Date: May 25, 2021

Senior Staff: Natalie N. Allen, Chief Communications and Community Engagement Officer

Prepared by: Mary R. Norton, Public Relations Coordinator, Dept. of Communications and Community Engagement

Presenter(s): Kimberly A. Melnyk, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishment of Teacher of the Year for VBCPS.

**Background Summary:**

That the School Board allow time during the meeting to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

**Recognition Criteria**

1. Achievement of *first or second place in national competitions/events*.
2. Achievement of *national recognition* for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of *first place in regional* (multi-state) competitions/events.
4. Achievement of *first place in state competitions/events*.
5. Achievements *beyond the scope of regular academics/activities and/or job performance*.

**Source:**

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

**Budget Impact:**

None



**Subject:** Approval of Minutes **Item Number:** 9A

**Section:** Approval of Minutes **Date:** May 25, 2021

**Senior Staff:** N/A

**Prepared by:** Regina M. Toneatto, School Board Clerk

**Presenter(s):** Regina M. Toneatto, School Board Clerk

**Recommendation:**

That the School Board adopt the following set of minutes as presented:

- A. May 11, 2021 Regular School Board Meeting

Pursuant to School Board Resolution dated April 7, 2020, entitled *Resolution Authorizing Finding that a Local Emergency Exists, Adoption of Procedures for Electronic or Other Public Meetings and Public Hearings, and to Ensure the Continuity of School Board and School Division Operations During the COVID-19 Pandemic Disaster*, Item F, action taken on this recommendation will be ratified at a regular or special meeting after the State of Emergency and disaster have concluded.

**Background Summary:**

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



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**Aaron C. Spence, Ed.D., Superintendent**

## ***School Board Regular Meeting Agenda MINUTES***

**Tuesday, May 11, 2021**

School Administration Building #6, Municipal Center  
2512 George Mason Drive  
Virginia Beach, VA 23456

### **INFORMAL MEETING**

- 1. Convene School Board Workshop:** Chairwoman Rye convened the School Board workshop at 4:01 p.m. on the 11<sup>th</sup> day of May 2021 and announced pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, this workshop of the School Board of the City of Virginia Beach will be conducted in person for School Board Members and certain staff members. However, due to the necessary health mitigation strategies in place, it is impractical and unfeasible for the public to attend this meeting in person. Members of the public will be able to observe the School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom.

It is the School Board's protocol to break at 5:30 p.m. to prepare for the Regular School Board Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude its Informal Meeting unless the School Board votes to continue the Informal Meeting until 5:45 p.m. The Informal Session will conclude no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Regular School Board Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board members attended via Zoom: Ms. Holtz (School Administration Building – health reasons) and Ms. Manning (School Administration Building – health reasons).

- A. School Board Administrative Matters and Reports:** Chairwoman Rye mentioned the remote participation form from the Governance Committee.
- B. An Achievable Dream Expansion:** Cheryl Woodhouse, Senior Executive Director of High Schools, Department of School Leadership; Tennille Bowser, Principal, Lynnhaven Middle School; Pervis Blake, Vice President, An Achievable Dream Academy, Newport News; Chris Middleton, Senior Director, Virginia Beach, An Achievable Dream Academy; and Tony Arnold, Executive Director, Facilities Services provided an update to the School Board for the Achievable Dream Expansion at Lynnhaven Middle School; Ms. Woodhouse introduced the presentation and presenters; provided a briefly history; Ms. Bowers reviewed the presentation agenda; Mr. Blake reviewed public-private partnership; reviewed SAME model (social, academic, and moral education); extended learning time for 2021-2022: school year extended day (tentative hours), summer intersession; highlighted what to expect from An Achievable Dream; mentioned An Achievable Dream Locations (Virginia Beach, Newport News, Henrico County); shared Newport News Class of 2020 statistics; Ms. Bowers continued the presentation; shared information on Lynnhaven Middle School; what to expect at An Achievable Dream Academy: may utilize specific courses offered at First Colonial High School (FCHS), opportunity to play sports as part of FCHS' athletic teams as well as participate in An Achievable Dream Academy school clubs and activities; read students' perspective; watched brief video; mentioned virtual parent meetings May 18.



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Mr. Arnold continued the presentation; reviewed the project schedule and project budget (fully funded); briefly discussed the community charrette meetings; shared model diagrams and rendering of expansion of Lynnhaven Middle School; the discussion continued regarding number of students in graduating class (June 2025); schedules; transportation; enrollment cap; advanced classes; support and praise for program.

- C. 2021-22 Plan Updates: Donald Robertson, Ph.D., Chief Schools Officer and Jack Freeman, Chief Operations Officer provided the School Board an update on 2020-21 graduation plans and plans for the 2021-22 school year including pre-enrollment survey data, scenarios based on physical distancing requirements, school start times, and next steps; reviewed the presentation agenda; Class of 2021 Graduation plan - dates and times confirmed, contract in progress, developing communication plan; reviewed data as of May 11 from pre-enrollment survey; division commitments for SY2021-22 – 5 days of in-person learning, fully virtual and fully in-person learning options, student extracurricular activities offered in middle and high school; reviewed two scenarios – schools open without physical distancing requirements, schools open with physical distancing requirement; Mr. Freeman presented a transportation update; challenge is shortage of bus drivers; parent sign-up dates for transportation: July 14 deadline for regular education students and July 15 deadline for special education students.

Mr. Freeman continued the presentation and discussed in-school vaccination planning – high school students only; vaccine schedule; key points: optional, require parental consent, plan is for Option 1 and Option 2 high school students at their home school, Virginia Beach Department of Health delivering all the vaccinations, school nurses to assist with monitoring, Emergency Medical Services will be available; Mr. Freeman introduced Dr. Parham Jaber, Chief Deputy Commissioner, Public Health and Preparedness (via Zoom); briefly discussed efforts for the in-school vaccinations; mentioned other locations to receive the vaccine; the presentation continued with discussion regarding school nurses and the in-school vaccination planning; Mary Shaw, Coordinator, Student Health Services/School Nurses, provided information on the role of school nurses in the process; the discussion continued regarding middle school vaccinations; questions regarding in-school vaccination process; transportation for next school year; Virtual Virginia and special education; safety mitigations and outdoors; gasoline shortage.

2. **Closed Meeting:** None at the workshop session.
3. **School Board Recess:** Chairwoman Rye adjourned the workshop at 5:32 p.m.

#### **FORMAL MEETING**

4. **Call to Order and Verbal Roll Call:** Chairwoman Rye called the formal meeting to order at 6:01 p.m. on the 11<sup>th</sup> day of May 2021 and announced Pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, this meeting of the School Board of the City of Virginia Beach will be conducted in person for School Board Members and certain staff members. However, due to the necessary health mitigation strategies in place, it is impractical and unfeasible for the public to attend this meeting in person. Members of the public will be able to observe the School Board Meeting through livestreaming on [www.vbschools.com](http://www.vbschools.com), broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board members attended via Zoom: Ms. Holtz (School Administration Building – health reasons) and Ms. Manning (School Administration Building – health reasons).

5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognitions**

A. Indoor Track State Champions

1. VHSL Class 6 State Champions – 4x400-Meter Relay: The School Board recognized Tallwood High School Girls Indoor Track and Field Team which won the VHSL Class 6 State Championship in 4 x 400-meter relay. The four-person team is made up of senior, Amia Barnes; senior, Deziree Conklin; sophomore, Ariel Fletcher; and senior, Zamia Stelly.
2. VHSL Class 6 State Champions – 4x200-Meter Relay: The School Board recognized Tallwood High School Girls Indoor Track and Field Team which won the VHSL Class 6 State Championship in 4 x



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200-meter relay. The four-person team is made up of senior, Deziree Conklin; sophomore, Ariel Fletcher; senior, Suraya John; and senior, Zamia Stelly.

- B. 2020-2021 James D. Mullins Leadership Award: Each year, the Virginia Beach chapter of the Virginia State Literacy Association recognizes one leader as the James D. Mullins Leadership Reading Administrator of the Year. The School Board recognized VBCPS Elementary Language Arts Coordinator, Abigail Dougherty, who received this award at the local level. Ms. Dougherty is also the 2020-2021 James D. Mullins Leadership Reading Administrator of the Year for the entire state of Virginia.
- C. National Board Certified Teachers: The School Board recognized the December 2020 and March 2021 National Board Certified Teachers: Lauren Aversa, Ocean Lakes Elementary; Taryn Bailey, Thalia Elementary; Jessica Bradford, Pembroke Elementary; Danielle Dow, Woodstock Elementary; Michele Gagliardi, Frank W. Cox High; Melissa Hogan, Great Neck Middle; Kathleen Laroue, Tallwood High; Abigail McGee, Floyd E. Kellam High; Aubrey Simmons, Corporate Landing Middle; Connie Szymanski, Arrowhead Elementary; Raena Weimer, Frank W. Cox High; and Katherine Welch, Floyd E. Kellam High. The division's total of National Board Certified Teachers is 167 – the fifth highest in Virginia.
- D. VHSL Class 5 Wrestling State Champion: The School Board recognized Colin Bridges, student at Frank W. Cox High School who won the Class 5 Wrestling State Championship – 152 lb. weight class. He capped an undefeated wrestling season for Cox with both regional and state wrestling championship wins.
- E. VHSL Class 5 Boys Indoor Track & Field State Champion – Triple Jump: The School Board recognized Rashad "RJ" Jefferies who won the Class 5 Boys Indoor Track & Field State Championship – Triple Jump. To win this honor, he jumped an astonishing distance of 45'5.25"
- F. Swimming State Champions
  - 1. VHSL Class 5 Girls Swimming State Champion – 100-yard Freestyle: The School Board recognized Maggie Dominick, student at Frank W. Cox High School who won the Class 5 Girls Swimming State Championship – 100-yard freestyle. She has been part of the Cox Girls Swimming and Diving Team since her freshman year and excels in the 50-meter and 100-meter freestyle events.
  - 2. VHSL Class 5 State Champions – 200-meter Medley Relay: The School Board recognized Frank W. Cox High School Girls Swimming & Diving Team which won the VHSL Class 5 State Championship in 200-meter medley relay. The four-person team is made up of sophomore, Alexa Ozment; senior, Sam Bucklew; junior, Spencer Worth; and senior, Maggie Dominick.

7. **Adoption of the Agenda**: Chairwoman Rye made a modification to the agenda; the agenda be amended to include an Action Item 12C – *Adding Adjusted Dismissals for Graduation to the school calendar*; June 15, 16, and 17 will be adjusted school days for high school students only in support of scheduled graduations at the Amphitheater. High school students will be dismissed at 11:35 a.m. Also, the last day for high school students attending the Advance Technology Center and Technical Education Center will be Friday, June 11.

There will be no change to the current school calendar for June 18 as all students elementary, middle and high, are scheduled for adjusted dismissal.

Without any other modifications, Chairwoman Rye called for a motion; Ms. Riggs made a motion, seconded by Ms. Hughes. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

8. **Superintendent's Report**: Superintendent Spence shared the following information: 1) Recognized senior, Elisa Miller from Landstown High School's Governor's STEM Academy, as one of the contest winners from the 10<sup>th</sup> Annual Virginia Council on Women's Science, Technology, Engineering, and Math Essay Contest; 2) National School Nurses Day is May 12, the National Association of School Nurses encourages this special day to be set aside to recognize school nurses and appreciate the role school nurses play in the educational setting; 3) Partners in Education program supports collaborative efforts between school and our community that promote academic success and personal growth for the division's students, to date VB Schools has 985 partners; and 4) Informational session on VBCPS student educational options for next school year will take place via Zoom tomorrow at 6 p.m., the link to register can be found by visiting vbschools.com; reminder to parents to complete the 2021-2022 school year pre-enrollment survey.

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**9. Approval of Meeting Minutes:**

- A. April 27, 2021 Regular School Board Meeting: Chairwoman Rye noted the following modification to the April 27, 2021 Regular School Board Meeting minutes - to add the School Board members who attended the formal meeting via Zoom: Ms. Holtz (School Administration Building – health reasons), Ms. Manning (home – health reasons), and Ms. Anderson (out of state – due to family concerns). Without any other modifications, Chairwoman Rye called for a motion to approve; Ms. Hughes made a motion, seconded by Ms. Weems. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

**10. Hearing of Citizens and Delegations on Agenda Items:** Chairwoman Rye announced the School Board will hear comments on Agenda items from citizens and delegations who signed up with the School Board Clerk prior to the meeting. There were four (4) in person speakers and twelve (12) on-line speakers; the topic discussed was collective bargaining.

**11. Consent Agenda:** Chairwoman Rye stated the items on the Consent Agenda. Ms. Melnyk made a motion, seconded by Ms. Franklin.

- A. Resolutions:

1. School Nurse Appreciation Day: Ms. Melnyk read the following resolution:

**SCHOOL NURSE APPRECIATION RESOLUTION**

**WHEREAS,** school nurses are individuals in the forefront who work with families, teachers, and administrators to ensure students of Virginia Beach City Public Schools have the safest and healthiest possible environment in which to learn; and

**WHEREAS,** good health is essential to the learning process and student achievement; and

**WHEREAS,** the goal of every professional school nurse is to help each student reach or maintain an optimum level of wellness; and

**WHEREAS,** school nurses provide direct nursing care, provide health screenings and follow-ups, provide health-related programs within the school system, provide health counseling and act as resources to teachers on health education issues; and

**WHEREAS,** school nurses serve the children of Virginia Beach schools with dedication, working diligently to make health a priority for children during their regular school day.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach designates May 12, 2021, as School Nurse Appreciation Day in Virginia Beach; and be it

**FURTHER RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 11th day of May 2021

2. Asian American and Pacific Islander Heritage Month: Ms. Franklin read the following resolution:

**Asian American and Pacific Islander Heritage Month  
May, 2021**

**WHEREAS,** the people of the United States join together each May to pay tribute to the contributions of generations of the Asian Americans and Pacific Islanders who have enriched the history of this nation; and

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**WHEREAS,** the Asian American and Pacific Islander community is an inherently diverse population composed of more than 45 distinct ethnicities and more than 100 language dialects; and

**WHEREAS,** it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by Asian Americans and Pacific Islanders; and

**WHEREAS,** celebrating Asian American and Pacific Islander Heritage month provide the students and school community an opportunity to recognize the achievements, contributions, and history of, and to understand the challenges faced by, Asian Americans and Pacific; and

**WHEREAS,** the School Board of the City of Virginia Beach, through its core values and implementation of culturally responsive practices demonstrate our commitment to diversity, equity and inclusion within our school division.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of May as Asian American and Pacific Islander Heritage Month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Asian American and Pacific Islander Heritage Month; and be it

**FURTHER RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 11th day of May 2021

- B. General Fees Schedule FY 2021/22: That the School Board approve the proposed FY 2021/22 General Fees Schedule including the rates for student fees for optional/ancillary services or activities.
- C. Religious Exemption(s): That the School Board approve Religious Exemption Case No. RE-20-28, RE-20-29, RE-20-30.

Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

**12. Action**

- A. Personnel Report / Administrative Appointment(s): Ms. Melnyk made a motion, seconded by Ms. Riggs that the School Board approve of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the May 11, 2021, personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously. Superintendent Spence introduced the following: Heidi M. Sowala, Nursing Specialist, Health Services, Office of Student Leadership as the Coordinator, Health Services, Office of Student Leadership.
- B. Resolution: To Defer a Decision Concerning New Collective Bargaining Law: Ms. Riggs made a motion, seconded by Ms. Melnyk; a discussion regarding collective bargaining followed; opportunity for input from employees – employee input process, teacher assembly, meetings with VBEA, Teacher Forum; representation “seat at the table”; various accomplishments; Ms. Manning made a substitute motion, that the School Board prohibit collective bargaining for school division employees, and was seconded by Ms. Hughes. Ms. Manning substitute motion was displayed as follows:

**RESOLUTION**

**PROHIBITING COLLECTIVE BARGAINING**

**WHEREAS,** the Code of Virginia Section 40.1-57.2, as amended, allows school boards and other local governments to adopt a resolution or local ordinance prohibiting the recognition of any labor union or

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other employee association as a bargaining agent of any public officers or employees and to collectively bargain or enter into any collective bargaining contract as of May 1, 2021; and

**WHEREAS**, the Virginia School Boards Association (VSBA) opposed the legislation to permit collective bargaining. The VSBA stated that teacher collective bargaining has been shown to have a negative impact on student achievement, particularly on minority and disadvantaged students. The VSBA further stated that a 2018 study demonstrates that teacher collective bargaining is associated with lower overall student achievement and also “with greater proportions of students scoring at the bottom of the performance distribution and smaller proportions scoring at the top tail of the distribution. These relationships are particularly strong for specific subgroups of traditionally disadvantaged students.”

**FURTHERMORE**, legal counsel has advised the School Board that the process of adopting or exploring the adoption of collective bargaining would be costly and arduous utilizing valuable taxpayer dollars and staff time. The School Board of the City of Virginia Beach, Virginia is committed to returning all students back to school for in-person learning full-time and prioritizing resources to help students recover from the impacts of the pandemic.

**NOW THEREFORE, BE IT RESOLVED THAT:**

1. The School Board determines that it will prohibit collective bargaining for School Division employees.

Adopted by the School Board of the City of Virginia Beach, Virginia this 11th day of May 2021.

The discussion continued regarding collective bargaining; concerns from speakers; advocating for students and staff; costs and resources around collective bargaining; VBEA; more time and information regarding collective bargaining. Chairwoman Rye called for a vote on the substitute motion on the floor; the School Board Clerk announced there were four (4) ayes in favor of the substitute motion: Ms. Franklin, Ms. Hughes, Ms. Manning, and Ms. Weems. There were seven (7) nays opposed to the substitute motion: Ms. Anderson, Ms. Felton, Ms. Melnyk, Ms. Owens, Ms. Riggs, and Chairwoman Rye. The substitute motion did not pass (4-7).

Chairwoman Rye discussed the original resolution which was displayed as follows:

**RESOLUTION**

**DEFERRING DECISION ON COLLECTIVE BARGAINING**

**WHEREAS**, the Code of Virginia Section 40.1-57.2, as amended, allows school boards and other local governments to adopt a resolution or local ordinance authorizing the recognition of any labor union or other employee association as a bargaining agent of any public officers or employees and to collectively bargain or enter into any collective bargaining contract as of May 1, 2021; and

**WHEREAS**, the School Board’s and the School Division’s responses to the COVID-19 pandemic have required extensive amounts of time and resources since March 2020 and, therefore, the School Board has not had sufficient time to examine and explore the options, expenses and benefits that collective bargaining may or may not provide for the School Board and the School Division; and

**WHEREAS**, the School Board requires further time to explore the recognition of bargaining agents for public employees and the issues and requirements related to collective bargaining.

**NOW THEREFORE, BE IT RESOLVED THAT:**

1. The School Board determines that it will defer any decisions regarding the adoption of a resolution authorizing the recognition of any labor union or other employee association as a bargaining agent of any School Division officers or employee and/or the authorization of

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collective bargaining until such time as the School Board has examined and made a decision regarding the issues but no later than July 1, 2022, the beginning of the FY23 fiscal year.

2. Should the School Board receive any request for certification as set forth in Code of Virginia Section 40.1-57.2 (C), the School Board will vote not to adopt collective bargaining at that time and will refer to this Resolution as the reason for doing so.
3. The Superintendent, or designees, and School Board Legal Counsel are authorized to develop a plan for the School Board to study collective bargaining and, if needed, to obtain assistance for the School Board on such matters. The School Board will approve the hiring of any consultants or outside legal counsel or the acquisition of services for the purposes of studying or developing collective bargaining or related programs.

Adopted by the School Board of the City of Virginia Beach, Virginia this 11th day of May 2021.

Chairwoman Rye recapped information regarding collective bargaining from the April 27, 2021 meeting; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney reviewed the resolution and read a portion of Virginia Code regarding collective bargaining; the discussion continued regarding cost of researching collective bargaining; clarification regarding parts of Virginia Code; need to gather more information and become educated on topic. Without further discussion, Chairwoman Rye called for a vote; the School Board Clerk announced there were no votes in favor of the resolution; there was a unanimous vote against the resolution. The resolution did not pass (0-11).

- C. Adding Adjusted Dismissals for Graduation to the school calendar: (Agenda item added during #7 Adoption of the Agenda) Chairwoman Rye called for a motion to approve; Ms. Riggs made a motion, seconded by Ms. Franklin. The motion was displayed, and a brief discussion followed regarding clarification of the motion. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

### **13. Information**

- A. Policy Review Committee (PRC) Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain policies as reviewed by the PRC at its April 28, 2021 meeting and presented to the School Board for the May 11, 2021 Information Agenda. School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney presented the following:

1. Bylaw 1-47/ Public Comments at School Board Meetings: the PRC recommends amending Bylaw 1-47 to clarify those topics that fall under the Hearings of citizens and delegations on Agenda Items and those topics that fall under the Hearings of citizens and delegations on Informal Meeting and Non-Agenda Items.
2. Appendix B/ School Board Standing Rules: the PRC recommends amending Appendix B to clarify those topics that fall under the Hearings of citizens and delegations on Agenda Items and those topics that fall under the Hearings of citizens and delegations on Informal Meeting and Non-Agenda Items.

Ms. Anderson made a motion to take items 13.A.1 and 13.A.2 and move them to agenda item #19 (Vote on Remaining Action Items), seconded by Ms. Melnyk. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

14. **Standing Committee Reports:** Ms. Weems mentioned the Special Education Advisory Council met on Monday, Mr. Jameson was the presenter and discussed the different diplomas and graduating requirements; Chairwoman Rye mentioned from Governance the board self-evaluation form continues to be developed, retreat location – Plaza Annex Professional Development Center; Ms. Melnyk mentioned the Audit Committee meeting is Thursday.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 8:31 p.m.



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- 16. *Hearing of Citizens and Delegations on Non-Agenda Items:*** Note, due to prior technical difficulties, two (2) on-line agenda speakers spoke before the non-agenda speakers. The two (2) on-line agenda speakers discussed collected bargaining.

There were two (2) in person non-agenda speakers and three (3) on-line non-agenda speakers; the topics discussed were quick bleed kits, masks, memorandum of understanding between VBCPS and VBPB, and CTR.

- 17. *Workshop*** (as needed)

- 18. *Vote on Remaining Action Items*** Note, moved to item #18

At 9:04 p.m. the formal meeting resumed; Ms. Riggs made a motion for items 13.A.1 and 13.A.2. which were moved from information to agenda item #19 (Vote on Remaining Action Items) to move to number #18 and move the closed session to after, seconded by Ms. Melnyk. Chairwoman Rye called for a vote; the School Board Clerk announced the motion passed unanimously.

The motion on the floor was restated - the recommended changes to Bylaw 1-47 and Appendix B; Ms. Riggs made a motion, seconded by Ms. Owens. Without discussion, Chairwoman Rye called for a vote; the School Board Clerk announced the motion passed unanimously.

- 19. *Closed Meeting:*** Note, moved to item #19

Ms. Melnyk made a motion, seconded by Ms. Anderson, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 7 and 8 of the Code of Virginia, 1950, as amended, for

**1. CONSULTATION WITH LEGAL COUNSEL:** Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body: namely to discuss:

- A. Status of certain pending complaints and or litigation against the School Board;
- B. Discussion regarding voting rights case and decisions for School Board.

**2. CONSULTATION WITH LEGAL COUNSEL:** Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Consultation with Legal Counsel concerning current legal matters.

The motion passed unanimously with all School Board members voting.

Individuals present for discussion in the order in which matters were discussed:

- 1. CONSULTATION WITH LEGAL COUNSEL:**

A. Status of certain pending complaints and or litigation against the School Board: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

B. Discussion regarding voting rights case and decisions for School Board: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

**2. CONSULTATION WITH LEGAL COUNSEL:** School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.



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The School Board reconvened at 9:46 p.m.

Certification on Closed Session: Ms. Melnyk read the Certification of Closed Meeting:

**WHEREAS**, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS**, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Riggs made a motion, seconded by Ms. Manning. The motion passed unanimously with all School Board members voting.

**20. Adjournment:** Chairwoman Rye adjourned the meeting at 9:47 p.m.

Respectfully submitted:

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Regina M. Toneatto, Clerk of the School Board

Approved:

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Carolyn T. Rye, School Board Chair



**Subject:** Personnel Report **Item Number:** 12A

**Section:** Action **Date:** May 25, 2021

**Senior Staff:** Mr. John A. Mirra, Chief Human Resources Officer

**Prepared by:** John A. Mirra

**Presenter(s):** Aaron C. Spence, Ed.D., Superintendent

**Recommendation:**

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the May 25, 2021, personnel report.

**Background Summary:**

List of appointments, resignations and retirements for all personnel

**Source:**

School Board Policy #4-11, Appointment

**Budget Impact:**

Appropriate funding and allocations

**Note:** You may notice there are no new teachers listed on this Personnel Report because we have stopped issuing contracts for 2020–2021. As you may know, we only hire substitutes after April 1<sup>st</sup> each year. We have been making significant progress in terms of hiring instructional staff for the coming school year and so far, we have received “yes” responses from 353 teacher new hires for the 2021–2022 school year. This includes 168 early commitments/letters of intent so far. Once the City approves the salary scales for the new school year, we will unpark the new hires in the system who have already accepted our offers, and they will start appearing on the forthcoming Personnel Reports.

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Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	5/3/2021	Otis L Williams	Custodian II Head Night	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	5/12/2021	Annette R Feane	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	4/20/2021	Yarinette Grosswiler	School Office Associate II	Not Applicable	Three Rivers Comm-Tech College, CT
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	4/28/2021	Peyton L Spruill	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	5/5/2021	Anthony B Carey	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	4/12/2021	Antoinette S Yancey	Kindergarten Assistant	Not Applicable	Bryant & Stratton Col Va Beach, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	5/13/2021	Aaron A Bankhead	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	5/6/2021	Karen A Johnson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	5/10/2021	Nadia S Robichaud	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	5/17/2021	Ahmad R Parks	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	4/30/2021	Angela G Artis	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	5/13/2021	Elfred Pinkney	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	5/13/2021	Christina J Minnick	Clinic Assistant	Not Applicable	Eastern VA Ear Nose Throat, VA
Assigned to Unified Salary Scale	Appointments - High School	Green Run	5/3/2021	Sharon A Hill	Guidance Department Chairman	Not Applicable	Cambridge College, MA
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	5/6/2021	Wismine D'Avilar	Security Assistant	American InterContinental Univ, GA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	5/24/2021	Aaliya Syed	Data Operations Supervisor	Not Applicable	IQVIA, FL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	6/1/2021	Miranda Morales	Administrative Office Associate I	James Madison University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	5/14/2021	Stella Maris D Sotomayor	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	5/14/2021	Marco Evans	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	5/21/2021	Taylor A Nattress	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2021	Emily R Boyer	Cafeteria Assistant, 5.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	6/30/2021	Vickie C Ervin	Custodian III Head Day (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Salem	5/7/2021	Jennifer M Sexton	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	5/14/2021	William R Richardson	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	5/3/2021	Elizabeth M Merchant	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	White Oaks	5/7/2021	Micheala Edwards	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Woods	5/21/2021	Macy L Logan	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	5/31/2021	Sandra Z Manalansan	Custodian I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	5/31/2021	Raven Hoggard	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	5/14/2021	Shawn R Katzaman	Custodian III Head Night (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Virginia Beach	6/15/2021	Kelley M Gregory	School Office Associate II (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	5/14/2021	Antwon D Boughton	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	6/30/2021	Danielle L Gish	Administrative Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Communications & Community Engagement	5/14/2021	Juhanna L Frias	Family Outreach Representative, .800 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	5/21/2021	Mark R Foster	Coordinator Science (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	5/14/2021	Patricia I Argueta	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/17/2021	Kyle T Couch	Fleet Technician I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/19/2021	Roberta M Obenaus	Bus Driver, 7.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/21/2021	Maryann Husby	Bus Driver, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/28/2021	LaTonya S Clark	Custodian II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/11/2021	Andrew A Worley	Fleet Technician I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Melissa L Nunes	Bus Driver, 6.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	King's Grant	6/30/2021	Marie Justiss	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Malibu	6/30/2021	Tracy A Hill	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Malibu	6/30/2021	Patricia C Peck	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thoroughgood	6/30/2021	Vanessa A Arnette	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thoroughgood	6/30/2021	Cheryl B Zigrang	Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Three Oaks	6/30/2021	Sandra M Dickerson	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	White Oaks	6/30/2021	Stephanie A Gilbert	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	6/30/2021	Deborah M Wieland	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	9/3/2021	Judy R Gilbert	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	6/30/2021	Ophelia Y Green	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Twylla J Williams	Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Janet Wray	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	New Castle	5/21/2021	Jeanette M Kniseley	Special Education Assistant (employee changed resignation date from 6/30/2021 to 5/21/2021)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Corporate Landing	4/23/2021	Elizabeth A Shovelin	Instructional Technology Specialist (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Corporate Landing	6/30/2021	Julie Cashman	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Holland	6/30/2021	Michelle T Moore	Second Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2021	Caitlin E Bliss	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	John B. Dey	6/30/2021	Rachel Emons-Durfey	English Second Language (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	6/30/2021	Sara B Wray	First Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	King's Grant	6/30/2021	Carol S Horton	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	6/30/2021	Jordan T Dosamantes	Third Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	6/30/2021	Christay D Johnson	Fourth Grade Teacher (active duty military)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	5/3/2021	Tambre E McClenny	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	6/30/2021	Jenna L Roberts	Second Grade Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	6/30/2021	Robert A Lawson	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2021	Emily D Crowther	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2021	Shay K Jacobson	First Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	6/30/2021	Melanie L Delahoussaye	Title I Resource Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont Forest	6/30/2021	Madison T Wellons	Fifth Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2021	Olivia C Martin	Second Grade Teacher (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2021	Ann E Kreutzer	Fourth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Brandon	6/30/2021	Joseph G Malone	Special Education Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	5/25/2021	LaShauna L Lewis	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	6/30/2021	Kristina A Riley Diaz	Spanish Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2021	Janet A Brand	Eighth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2021	Jenna Lazarides	Eighth Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2021	Shane J Barfield	Marketing Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	6/30/2021	Ty A Forehand	Social Studies Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	6/30/2021	Leigh-Ellen B Williams	Mathematics Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2021	Rolfe L Carawan	School Counselor (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Corporate Landing	6/30/2021	Heidi J Kaiktsian	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Hermitage	6/30/2021	Linda S Zeher	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Linkhorn Park	6/30/2021	Ann E Kampfmuller	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Parkway	6/30/2021	Richlan A Barger	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Parkway	6/30/2021	Penny M Friedman	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Pembroke Meadows	6/30/2021	Angeline D Brown	Library Media Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Rosemont Forest	6/30/2021	Pamela H Cahoon	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Advanced Technology Center	6/30/2021	James E Barger	Technology Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Elementary School	Landstown	6/30/2021	Teresa Marie A Cabon	Third Grade Teacher (employee rescinded resignation)	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Great Neck	7/1/2021	Thomas W Quinn	Principal	Old Dominion University, VA	Not Applicable
Administrative	Appointments - Middle School	Plaza	7/1/2021	Leslie L Ittner	Principal	Old Dominion University, VA	Not Applicable
Administrative	Appointments - High School	Salem	7/1/2021	Amy M Schuiteboer	Coordinator Visual & Perform Arts Academy	George Washington University, DC	Not Applicable

Personnel Report  
Virginia Beach City Public Schools  
May 25, 2021  
2020-2021

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Administrative	Appointments - Miscellaneous	Department of Budget & Finance	7/1/2021	Crystal M Pate	Chief Financial Officer	Old Dominion University, VA	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Human Resources	7/1/2021	Cheryl R Woodhouse	Chief Human Resources Officer	George Washington University, DC	Not Applicable
Administrative	Appointments - Miscellaneous	Department of School Leadership	7/1/2021	Danielle E Colucci	Senior Executive Director, Elementary Schools	Northwest Missouri State Univ, MO	Not Applicable
Administrative	Appointments - Miscellaneous	Department of School Leadership	7/1/2021	Matthew Delaney	Senior Executive Director, High Schools	George Washington University, DC	Not Applicable
Administrative	Appointments - Miscellaneous	Department of School Leadership	7/1/2021	Eugene F Soltner	Chief Schools Officer	Virginia Tech, VA	Not Applicable
Administrative	Appointments - Miscellaneous	Office of the Superintendent	6/1/2021	Donald E Robertson Jr	Chief of Staff	Virginia Tech, VA	Not Applicable



**Subject:** Virginia School Boards Association (VSBA) Excellence in Workforce Readiness Award Item Number: 12B

**Section:** Action **Date:** May 25, 2021

**Senior Staff:** Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Recommendation:**

That the School Board hear and approve the nomination of Virginia Beach City Public Schools' Internship and Career Speaker Panels for the 2021 Virginia School Boards Association (VSBA) Excellence in Workforce Readiness Award.

**Background Summary:**

School divisions are encouraged to showcase workforce readiness efforts supported by their local school boards via the annual VSBA Excellence in Workforce Readiness Award program. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program/project within your school community with emphasis on:

- communication and collaboration with the business community;
- student engagement with the business community; or
- student entrepreneurial activities.

**Source:**

[http://www.vsba.org/resources/excellence\\_in\\_workforce\\_readiness\\_award/](http://www.vsba.org/resources/excellence_in_workforce_readiness_award/)

**Budget Impact:**

None

Attachment(s): VSBA Award Entry Form and Narrative



## ***VSBA Excellence in Workforce Readiness Award***

The VSBA would like to invite you to apply for the annual *Excellence in Workforce Readiness* award. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program/project within your school community or in a regional collaboration with emphasis on:

- communication and collaboration with the business community;
- student engagement with the business community; or
- student entrepreneurial activities.

One submission per school division/region.

VSBA has included a Regional Category for program submissions to reflect the growing number of collaborations between school divisions in workforce readiness. The Regional Category is for any two or more school divisions currently working with Program Partners outside the school division in advancing excellence in Workforce Readiness through innovative programs/projects across school division boundaries. Individual school divisions submitting a Regional Category may submit an individual application of a program within the school division. The individual application must be independent and not part of the Regional Category.

The entry must be approved by the school board/boards at a school board meeting.

**All entries must be submitted by the deadline of June 1, 2021.**

### **Questions?**

Contact J.T. Kessler, Government Relations Specialist, at 800-446-8722, 434-295-8722 or e-mail [jason@vsba.org](mailto:jason@vsba.org).

**Please provide a valid e-mail address when completing the entry form. This is how we will communicate with you about your entry.**

All entries must be submitted electronically. Photos and links to videos may be submitted as long as the information is included in the electronic award packet.

All materials become the property of the Virginia School Boards Association and cannot be returned. The Virginia School Boards Association has the right to reprint/republish these materials at any time in any format and in any media.

**Please Note:** All fields are required unless specified as optional.





## ***VSBA Excellence in Workforce Readiness Award Entry Form***

Virginia Beach City Public Schools

School Division or School Divisions for Regional Submissions

Please select one:

- ☐ Under 5,000 student population
- ☐ 5,001- 10,000 student population
- ☒ 10,001+ student population
- ☐ Regional Application

Career and Internship Speaker Panel Series

Name of Program/Initiative

Hampton Roads Workforce Council and Junior Achievement of Greater Hampton Roads  
Program Partners (outside of the school division/divisions) \*\*And almost 100 volunteers

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Contact Person and Title

1800 College Crescent, Virginia Beach, VA 23453

School Division(s) Mailing Address

757-648-6180

Phone Number

757-468-4234

Fax Number

School Board Chair(s) Signature

Superintendent(s) Signature

**Program Description**  
**(please attach each answer on a separate piece of paper)**

1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)
  - a. Processes detail the procedure, methods, best practices, business community involvement, student engagement
  - b. Desired outcomes demonstrate goal setting, measurable outcomes and the attainment of the objective(s)
  - c. Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated
2. In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)
  - a. Describe how the workplace readiness skills were incorporated in the project
  - b. Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed
3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)
  - a. Detail the engagement of the school board and how the school board collaborated on the program
  - b. Detail the engagement and collaboration of external entities including the community and business and industry
4. Explain how the division met desired outcomes of the program/project? (500 words or less)
  - a. Identify qualitative and/or quantitative data prior to program/project implementation
  - b. Identify qualitative and/or quantitative data post program/project implementation
5. Why does this program/project deserve recognition? (500 words or less)
  - a. Demonstrate the innovation and/or best practice(s) of the program/project
  - b. Evaluation of the program
  - c. Replication of such program at the local, regional, state levels



## Acknowledgement and Disclaimer

✕ I certify that this nomination is being made with approval of the school board/boards through an official vote at a school board meeting.

✕ All nomination materials become the property of the Virginia School Boards Association and cannot be returned. The Virginia School Boards Association has the right to reprint/republish these materials at any time in any format and in any media.

Submitted by:

Sara L. Lockett, Ed.D., Director of Technical and Career Education

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Name and Title

Virginia Beach City Public Schools

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School Division

sara.lockett@vbschools.com

757-648-6180

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Email Address and Phone Number

**1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)**

- a. Processes detail the procedure, methods, best practices, business community involvement, student engagement
- b. Desired outcomes demonstrate goal setting, measurable outcomes and the attainment of the objective(s)
- c. Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated

The COVID-19 pandemic altered the launch of ambitious plans for an initiative to provide a work-based learning experience before graduation to every student in Virginia Beach. In the spring of 2020 while students were learning from home and internships were on hold, the Virginia Beach City Public Schools (VBCPS) Office of Technical and Career Education, the Hampton Roads Workforce Council (HRWC), and Junior Achievement of Greater Hampton Roads (JA) discussed ways to connect students with industry leaders to learn more about high-demand careers in our region and begin to build their professional network. The discussion focused on what could be provided that was real and tangible. Top of the list were continuing access to industry credentials, live streaming of virtual career field trips, and direct access to professionals in a variety of industries.

In the fall of 2020 students continued to earn industry credentials remotely and in person. Teachers live-streamed from business locations as pandemic closures and limits allowed business owners the luxury of time to host classes. The feedback about the virtual field trips was very positive and proved that students were hungry for live interaction with business professionals. The trips also highlighted the value of students seeing the impact of the pandemic on workplaces and the innovative ways that our regional economy dealt with the changes. While the personal connection students made during live-stream field trips was wonderful, the planning partners with VBCPS, HRWC, and JA envisioned expanding the experiences from one class and one business reach to hundreds of students in a day. From this, the vision for a series of virtual career and internship panel discussions evolved.

The panels were hosted online in Google Meet or Zoom monthly by Virginia Beach Schools and moderated by the HRWC and JA. Each month focused on a different career cluster and a unique panel was offered every block (four times) during the school day to meet the needs of more students. The panels were made up of approximately five industry speakers. HRWC and JA recruited speakers and moderated the panels. Each event day accommodated up to 1200 students, teachers, staff, and community volunteers.

Although the format for the discussions evolved as the team found ways to improve the experience each month, the general format consisted of a welcome with introductions and housekeeping, 40 minutes of Q&A starting with a basic list of questions. [CLICK HERE](#) for a sample. Students were encouraged to submit questions via the chat and indicate if they would like the moderator to read their question or unmute to ask a live question. Student questions and hosting different professionals in the four sessions throughout the day made each panel unique. The panels ended with breakout sessions that allowed students to have 10 minutes of more personal discussion in a small group with one panelist. Panels were recorded to allow more students access to the discussions asynchronously. A compilation of the Renewable Energy panels was curated by local public television station, WHRO. [CLICK HERE](#) to view.

**2. *In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)***

- a. Describe how the workplace readiness skills were incorporated in the project
- b. Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed

Whether today's high school students choose to go directly to work or into the military after graduation or continue their education at a university, community college or trade school, school-based workplace readiness skill (WRS) building is an essential component of every graduate's educational plan. For this reason, Virginia Beach Schools strives to offer a range of work-based learning options to fit student needs. These include job shadowing, mentorship, internship, clinical rotations, and other options. While there is no substitute for on-site work-based learning, pandemic closures have limited the options for students this year highlighting the need for virtual environments in which students can practice their WRS skills and take initiative to build a professional network in fields of interest. The Weldon Cooper Center at UVA inadvertently foreshadowed our current situation in a [2017 report](#) stating that, "In the absence of hands-on experience in the workplace, young people must also take individual responsibility for finding ways to incorporate and develop workplace readiness skills in the non-work-related activities in which they participate." Although all of the initial interactions with professionals were virtual, the program allowed students a forum in which they could hone basic workplace readiness skills like listening and speaking, respect for diversity, professionalism, and use of information technology virtually.

To prepare for the events teachers worked with students to make decisions about how they would present themselves during the discussions. Would they turn on their camera? What does that decision say to potential employers? With cameras was on, students found many things to consider... What was in their background, professional dress, sound/camera quality, focusing on the meeting, asking relevant questions in the chat, speaking/listening skills, thanking panelists for their time, following up with panelists after the event, etc.

Each of the 28 panels intentionally consisted of speakers representing diverse backgrounds and a variety of careers within the cluster. The preset questions for each panel specifically addressed the skill sets, education, and training needed to secure the high-skill, high-wage jobs in the field. Panelists were able to share what kind of education/training they completed to qualify for their entry level role and their current job. Students learned about shift in career path that brought panelists to their current position. Grit and flexibility were common themes. Each panelist was also asked "If you could go back to high school, what would you do differently to prepare for a career in your current field?" This format was supplemented with student generated questions that delved deeply into the how the panelists had made decisions, navigated their career journeys, and balanced their personal commitments with their professional goals.

The program also built a pathway for future in-person high school internships. The HRWC and JA recruited only businesses that were willing to host students for future internships or other work-based learning experiences. This year's panels were an important first step in building a future network of community partners to support experiences for students as they build their workplace readiness skills set.

**3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)**

- a. Detail the engagement of the school board and how the school board collaborated on the program
- b. Detail the engagement and collaboration of external entities including the community and business and industry

Goal 5 of the Virginia Beach City Public Schools Strategic Plan is to *Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.* The Career and Internship Speaker Panel series supported this goal by building partnerships with diverse groups of businesses and organizations to provide real-world learning experiences during and outside of the school day. Many of the panelist are new partners and represent a wide array of industries and increased diversity. To see the list and bios of the almost 100 business partners who took part in panels this year [CLICK HERE](#).

In addition to serving on the panel themselves, the business partners also provided insight into the types of career pathways to be featured in their industries and the type of questions to encourage students to ask. They were also active in developing the next steps for students, such as setting up internship interviews, job shadowing, etc. Additionally, they helped fill gaps in the panels by championing the event with other business leaders within their industries. For example, the Miles Roofing Company and the Ainslie Group led the charge to recruit other construction companies to join the building trades panel event. For our maritime panel, the Virginia Ship Repair Association personally reached out to a dozen ship repair companies to secure speakers for the event.

Our School Board members and Superintendent have prioritized career and technical education and authentic school-to-work opportunities for young people. Each year a School Board member serves as a liaison to our industry led General Advisory Council for Technical and Career Education (GAC) and plays a key role in shaping opportunities for our students. This body informs the vision for Career and Technical Education at all levels in the school division. The Career and Internship Speaker Panel series was discussed at the GAC meeting in the early fall of 2020 and garnered support from the GAC membership. In December, February, and April updates on the project were shared with the GAC and the school board liaison. An additional School Board member volunteers her time to serve on the Board for Junior Achievement of Greater Hampton Roads, a major partner in this work. Her support through that body was also valuable.



#### 4. Explain how the division met desired outcomes of the program/project? (500 words or less)

- Identify qualitative and/or quantitative data prior to program/project implementation
- Identify qualitative and/or quantitative data post program/project implementation

The first goal was to provide monthly panels that offered personal access to professionals in high-demand and emerging career fields in Hamptons Roads. Partners with the Hampton Roads Workforce Council assisted with identifying these industries each month. The large number of volunteers and their backgrounds detailed in question three show that student access to a diverse pool of industry insiders was met. Students interacted with CEOs, entrepreneurs, hourly employees, and volunteers. This wide perspective on each industry was important to the success of the panels. The planning team had hoped to attract a minimum of 100 student to each panel session (400 per day). Apart from the Construction Trades event in January, each panel far exceeded this goal.

Data on interest and attendance is outlined in the chart below with totals for the four panels offered for each industry. The average number of student questions submitted via the chat for each panel was 22, and 88 questions total for each event. The planning team also identified a trend of counselors and teachers continuing to connect students with events as an indicator of quality. Chris Jacobs, iLab teacher at Green Run High School, speaks highly of the experience saying, “The Career and Internship Panel series provided our students with meaningful, real-world, real-time, and future-oriented career information from inspiring members of our community currently practicing in the field. For our students to be able to see successful financial advisors, renewable energy leaders, nurses, and so many others that look like them and are willing to not only share stories about their professional journey but are also willing to help our students build a network of professionals to aid them in finding their own pathways to success, is a game changer. The sessions were informative, inspiring, practical, and helpful!”

The events were valuable from the perspective the industry professionals as well. Barbara Washer, Director of Development and Programs with the Virginia Ship Repair Association (VSRA), says “During a time when outreach is difficult, but workforce matters are no less pressing, Virginia Beach City Public Schools’ Virtual Career and Internship Panels provided a unique and valuable opportunity to speak directly with students and educators. VSRA is an organization focused on spreading maritime career pathway information, and the Maritime panel was without a doubt among the most beneficial programs in which we have participated during the COVID era. Kudos to VBCPS for their willingness to convene an array of community and industry partners to provide this phenomenal program to their students!” Student interest in the event is best demonstrated by regular requests to hang back and speak with a specific panelist, the submission of questions about how to apply for an internship with a panelist’s company, or student requests for contact information to follow-up with a panelist. SgtMaj T. M. Robinson, USMC-Retired, NJROTC instructor, detailed his student’s reaction in a chain of follow-up emails. [CLICK HERE](#) to read about their perspective.

Month	Industry Sector	# Attendees (4 Panel Total)	# Teachers/Counselors
November	Advertising & Marketing	807	22
December	Maritime	663	29
January	Construction Trades	248*	13
February	Renewable Energy	439*	16
March	Healthcare	443	22
April	Banking & Finance	1054	23
May	Entrepreneurship	1338**	30
Total		4992	132

*\*These panels coincided with days that students returned to some level of in person instruction for the first time.*

*\*\* The May Attendance figure is based on the number of students who have registered to attend. Actual attendance is not yet available.*

**5. Why does this program/project deserve recognition? (500 words or less)**

- a. Demonstrate the innovation and/or best practice(s) of the program/project
- b. Evaluation of the program
- c. Replication of such program at the local, regional, state levels

This program uniquely demonstrates what can be accomplished when multiple organizations collaborate. The Hampton Roads Workforce Council kicked off the molding of the program by providing workforce data to identify which career clusters and ultimately pathways would be the focus of each event. These choices were verified with the VBCPS General Advisory Council (GAC) member from Virginia Beach Economic Development. Then HRWC, JA, Industry, the GAC (including the school board liaison), and School staff worked together to recruit panel speakers. Speakers were well vetted, and all had to agree that they would be open to offering face to face work-based learning experiences for Virginia Beach students when we were again able to plan those events. We are very proud of the group of professionals who gave over 140 manhours to this project. Not only did they participate in the panels, many followed up to answer student questions and help students find work-based learning experiences as we were able to restart those activities.

In addition to the breadth and quality of the business partnerships, the innovative scope and execution of the events allowed the partners to accomplish complex goals for the program. Career speakers are not novel in school settings. The goal for the execution of the program was to provide a personal interaction for a large group of students. These two things are at odds with each other. Many of the sessions had over 200 students attending for the hour. Organizers used breakout rooms monitored by teachers and staff from the organizations to break students into smaller groups for more personal discussions. Students also had the opportunity in these smaller forums to network with the speakers making connections for the future.

The program is easily replicated and to facilitate expansion was presented to the Virginia Association of Career and Technical Education Administrators Region II CTE Director's workgroup. From that contact, CTE administrators from the City of Norfolk, York County, and the City of Chesapeake joined in to observe an event. Virginia Beach was also able to host students from Norfolk Schools at the March event to learn about healthcare careers in the region. The partners with the HRWC and JA are now working with other school divisions in the region to replicate the panels and have hosted with at least one other division.

The program provided a unique opportunity to have our local public television station curate recordings of multiple sessions and edit them into an informational video that can be shared with students who could not attend the event or who later indicate interest in a career cluster. [CLICK HERE](#) to view the compilation of the Renewable Energy speaker panels.

We feel that this program is most deserving of recognition. In a year, where it was easy to say we can't do many things our community rallied and found a way to offer a real networking opportunity for students that will impact their connection to the community in which they live and their future career trajectory.



**Subject:** Budget Transfers **Item Number:** 12C

**Section:** Action **Date:** May 25, 2021

**Senior Staff:** Farrell E. Hanzaker, Chief Financial Officer

**Prepared by:** Farrell E. Hanzaker, Chief Financial Officer

**Presenter(s):** Farrell E. Hanzaker, Chief Financial Officer

**Recommendation:**

The administration recommends approval of the budget transfers within the FY 2020/21 Operating Budget.

**Background Summary:**

The FY 2020/21 budget was appropriated by the City Council to the School Board in Lump Sum Appropriations; therefore, prior approval of these budget transfers by the City Council is not required. Budget transfers that exceed the dollar threshold of the Superintendent of \$250,000 must be approved by the School Board.

Budget transfers have been drafted to increase the budget for salaries and benefits.

Note: Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

**Source:**

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

**Budget Impact:**

None – debits equal credits – no net increase or decrease.

**TO:** Aaron C. Spence, Ed.D., Superintendent  
**FROM:** Farrell E. Hanzaker, Chief Financial Officer  
**DATE:** May 25, 2021  
**FUND:** School Operating Fund



This is to request the following budget transfers:

	Cost Center Name	Object Code Name	Cost Center	Object Code	Amount From	Amount To
1	Remedial Ed Classroom	Supervisors and Other Professionals Noninstructional	8118	601539	\$ 385,937	
	Tech and Career Ed Classroom	VRS Retirement	8112	602200	\$ 100,000	
	Summer School	Teachers HS	8120	601522	\$ 400,000	
	High Classroom	VRS Hybrid Defined Blended Benefit	8108	602202		\$ 885,937
2	Alternative Education Classroom	Assistant Principal HS	8116	601515	\$ 200,228	
	Alternative Education Classroom	Clerical Personnel	8116	601561	\$ 214,000	
	Alternative Education Classroom	VRS Retirement	8116	602200		\$ 414,228
3	Teaching and Learning	Admin Personnel Instructional-Corrdinators/Specialists	8145	601518	\$ 330,172	
	High Classroom	VRS Basic Group Life Insurance	8108	602220		\$ 109,896
	High Classroom	VA Local Disability	8108	602230		\$ 100,000
	High Classroom	VRS Retirement	8108	602200		\$ 120,276
4	Adult Education	Principals MS	8124	601509	\$ 43,968	
	High Classroom	ISS Personnel	8108	601552		\$ 43,968
5	Tech and Career Ed Classroom	Social Security Taxes	8112	602100	\$ 158,697	
	High Classroom	Health Insurance	8108	602210		\$ 158,697
<b>Total amount:</b>					<b>\$ 1,833,002</b>	<b>\$ 1,833,002</b>

*Farrell E. Hanzaker*

Farrell E. Hanzaker, Chief Financial Officer

5/25/2021

Date

*Aaron C. Spence*

Aaron C. Spence, Ed.D., Superintendent

5/25/2021

Date

**Purpose of budget transfer requests:** To increase the budget for salaries and benefits.



**Subject:** Interim Financial Statements – April 2021 **Item Number:** 13A

**Section:** Information **Date:** May 25, 2021

**Senior Staff:** Farrell E. Hanzaker, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Director of Business Services

**Presenter(s):** Farrell E. Hanzaker, Chief Financial Officer; Crystal M. Pate, Director of Business Services

**Recommendations:**

It is recommended that the School Board review the attached financial statements.

**Background Summary:**

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

**Source:**

Section 22.1-115 of the Code of Virginia, as amended

**Budget Impact:**

None



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2020-2021**  
**APRIL 2021**

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source .....	<b>A1</b>
Expenditures and Encumbrances by Category .....	<b>A3</b>
Expenditures and Encumbrances by Cost Center	
within Category .....	<b>A5</b>
Revenues and Expenditures/Encumbrances Summary .....	<b>B1</b>
Balance Sheet .....	<b>B2</b>
Revenues by Account .....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias .....	<b>B6</b>
Textbooks .....	<b>B7</b>
Risk Management .....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
Grants .....	<b>B10</b>
Health Insurance .....	<b>B13</b>
Vending Operations .....	<b>B14</b>
Instructional Technology .....	<b>B15</b>
Equipment Replacement .....	<b>B16</b>
Capital Projects Fund Expenditures and Encumbrances .....	<b>B17</b>
Green Run Collegiate Charter School .....	<b>B18</b>

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center and fund for reporting and budgetary control purposes.



### **School Operating Fund**

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

### **School Operating Fund Revenues** (pages B1, B3-B4)

Revenues realized this month totaled **\$73.2 million**. Of the amount realized for the month, **\$40.3 million** was realized from the City, **\$6.1 million** was received in state sales tax, and **\$26.0 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$459,387** in Impact Aid was received from the Federal Government this month.

### **School Operating Fund Expenditures** (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **79.61%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY20 was **79.24%**, and FY19 was **79.13%**. Please note that **\$13,367,223** of the current year budget is funded by the prior year fund balance for encumbrances.

### **Athletics Fund** (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$949** (includes **\$394** in interest) this month or **91.3%** of the estimated revenue for the current fiscal year compared to **100.2%** of FY20 actual. Expenditures totaled **\$809,263** for this month. This fund has incurred expenditures and encumbrances of **58.2%** of the current fiscal year budget compared to **75.0%** of the FY20 actual. Please note that **\$7,418** of the current year budget is funded by the prior year fund balance for encumbrances.

### **Cafeterias Fund** (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$3,127,058** (includes **\$2,476,680** from the Federal USDA Summer Feeding Program) this month or **52.1%** of the estimated revenue for the current fiscal year compared to **63.9%** of the FY20 actual. Expenditures totaled **\$2,507,992** for this month. This fund has incurred expenditures and encumbrances of **54.4%** of the current fiscal year budget compared to **69.0%** of the FY20 actual. Please note that **\$6,160,851** of the current year budget is funded by the prior year fund balance (**\$4,971,333**) and prior year fund balance for encumbrances (**\$1,189,518**).

### **Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$354,416** (includes **\$352,803** from the Department of Education) this month or **83.1%** of the estimated revenue for the current fiscal year compared to the **84.4%** of the FY20 actual. Expenditures totaled **\$48,791** for this month. This fund has incurred expenditures and encumbrances of **81.2%** of the budget for the current fiscal year compared to **69.0%** of the FY20 actual. Please note that **\$115,802** of the current year budget is funded by the prior year fund balance.

### **Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$1,003,788** (includes remaining portion of reversion money from School Operating) in revenue this month. Expenses for this month totaled **\$251,535** (includes **\$15,008** in Motor Vehicle Insurance premiums and **\$175,280** in Worker's Compensation payments).

### **Communication Towers/Technology Fund** (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$71,769** in revenue (includes **\$2,340** in tower rent-Cox High, **\$61,042** in tower rent-Ocean Lakes High, **\$5,289** in tower rent-Tech Center, and **\$2,459** in tower rent – Woodstock Elementary) this month or **112.3%** of the estimated revenue for the current fiscal year compared to **129.7%** of FY20 actual. Please note that **\$284,000** of the current year budget is funded by the prior year fund balance.

### **Grants Fund** (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$4,608,339** in expenditures was incurred for various grants this month.

### **Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,537,329** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$15,710,111**. This includes medical and prescription drug claim payments for City and School Board employees.

### **Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$7,109** in revenue (includes **\$6,826** in vending receipts) has been realized this month or **45.1%** of the estimated revenue for the current fiscal year compared to the **88.1%** of the FY20 actual. Expenditures totaled **\$531** for this month. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

**Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$3,341** in revenue (interest) has been realized this month. Please note that **\$698,000** of the current year budget is funded by the prior year fund balance.

**Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$171** in revenue (interest) has been realized this fiscal year. Expenses for this month totaled **\$1,171**. Please note that **\$1,051,000** of the current year budget is funded by the prior year fund balance.

**Capital Projects Fund** (page B17)

The Capital Projects Fund accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,128,387** in expenditures was incurred for various school capital projects this month. This includes **\$1,179,412** for Princess Anne Middle Replacement project, **\$93,136** for Plaza Annex Addition project, **\$222,835** for Lynnhaven Middle School Expansion, **\$170,053** for HVAC Phase III Renovations and Replacement projects, **\$118,964** for Re-roofing Phase III Renovation and Replacement projects, and **\$334,269** for Grounds Phase III Renovation and Replacement projects.

**Green Run Collegiate Charter School Fund** (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,076,486** in revenue for the current fiscal year (from General Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **66.1%** of the current year fiscal year budget compared to **73.7%** of FY20 actual.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000**  
**April 1, 2021 through April 30, 2021**

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Batch Entry Name	Description		Account From		Account To	Transfer Amount
21-04-01	To cover Early Commitment Incentives for elementary schools	FROM	Human Resources Other Purchased Services	TO	Elementary Classroom Teachers ES	\$ 4,000
21-04-01	To cover Early Commitment Incentives for middle schools	FROM	Human Resources Other Purchased Services	TO	Middle Classroom Teachers MS	\$ 50,000
21-04-01	To cover Early Commitment Incentives for high schools	FROM	Human Resources Other Purchased Services	TO	High Classroom Teachers HS	\$ 25,000
21-04-04	To purchase a vehicle for the crash investigator	FROM	High Classroom Controlled Assets Computer Equipment	TO	Vehicle Services New Vehicles and Rolling Stock	\$ 28,550
21-04-06	To purchase furniture for Legal Services	FROM	Media and Communications Records Management, Printing, Reproduction, and Photographic Services	TO	Board, Legal and Govt Services Office Supplies	\$ 6,291
21-04-07	To increase the budget for benefits	FROM	Media and Communications Administrative Personnel Noninstructional	TO	Office of the Superintendent VRS Retiree Health Insurance Credit	\$ 19,297
21-04-07	To increase the budget for salaries	FROM	Media and Communications Administrative Personnel Noninstructional	TO	Office of the Superintendent Directors Administrative Personnel Noninstructional	\$ 86,928
21-04-09	To increase the budget for benefits	FROM	Alternative Education Classroom VRS Retirement	TO	Diversity, Equity and Inclusion VRS Retirement Health Insurance	\$ 38,001
21-04-09	To increase the budget for salaries	FROM	Alternative Education Classroom VRS Retirement	TO	Diversity, Equity and Inclusion Directors Administrative Personnel Noninstructional Clerical Personnel	\$ 102,250
21-04-10	To pressure wash multiple exterior building	FROM	Facilities and Maintenance Services Heating and Gas Services Water Services	TO	Facilities and Maintenance Services Repair and Maintenance Services - (Equipment & Facility)	\$ 158,550
21-04-14	To purchase replacement copiers	FROM	Office of the Principal - Elementary Social Security Taxes	TO	Office of the Principal - Elementary Replace Computer Equipment > \$5,000	\$ 75,580
21-04-14	To purchase replacement copiers	FROM	Office of the Principal - Middle VRS Retiree Health Insurance Credit	TO	Office of the Principal - Middle Replace Computer Equipment > \$5,000	\$ 26,014
21-04-14	To purchase replacement copiers	FROM	Office of the Principal - High Part-time or Temporary Noninstructional	TO	Office of the Principal - High Replace Computer Equipment > \$5,000	\$ 46,998

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

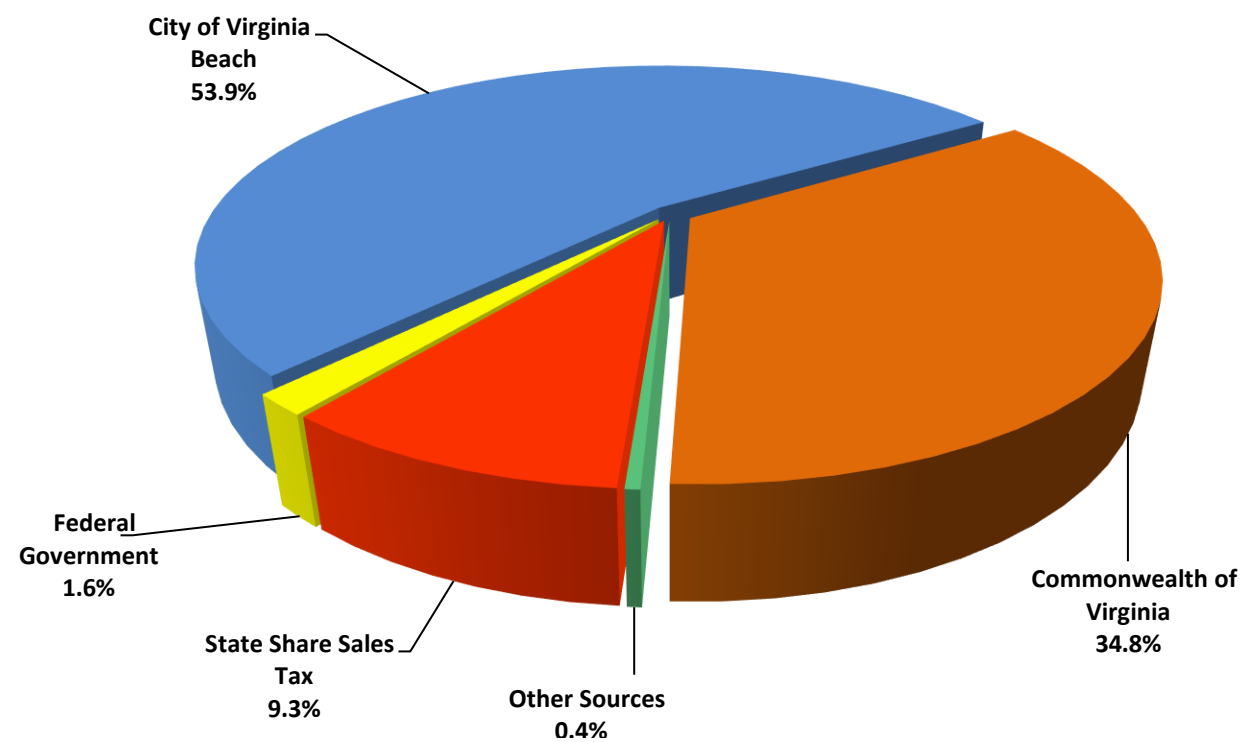
**REVENUES**

**APRIL 2021**

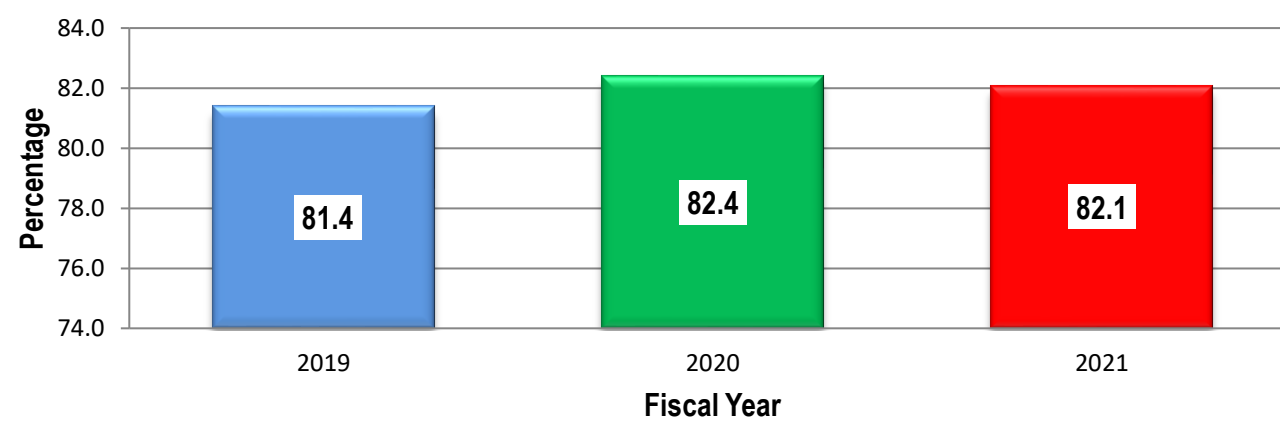
<b>BY MAJOR SOURCE</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>COMMONWEALTH OF VIRGINIA</b>	2021	297,791,599	<-----	236,635,907	79.46%	<b>A</b>
	2020	284,825,537	285,102,568	223,832,514	78.59%	
	2019	272,725,078	274,756,361	216,095,242	79.24%	
<b>STATE SALES TAX</b>	2021	79,209,739	<-----	63,611,717	80.31%	<b>A</b>
	2020	78,981,847	79,610,836	60,586,984	76.71%	
	2019	75,344,490	76,320,888	56,449,920	74.92%	
<b>FEDERAL GOVERNMENT</b>	2021	13,500,000	<-----	15,678,828	116.14%	<b>F</b>
	2020	12,200,000	16,671,591	14,976,211	122.76%	
	2019	12,200,000	15,961,332	14,151,134	115.99%	
<b>CITY OF VIRGINIA BEACH</b>	2021	460,646,169	<-----	383,136,046	83.17%	<b>A</b>
	2020	465,523,561	465,523,561	393,174,975	84.46%	
	2019	457,402,684	457,402,684	378,780,568	82.81%	
<b>OTHER SOURCES</b>	2021	3,082,803	<-----	1,850,920	60.04%	<b>A</b>
	2020	3,032,803	4,046,738	3,197,802	105.44%	
	2019	2,782,803	4,001,625	2,326,799	83.61%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2021	854,230,310	<-----	700,913,418	82.05%	<b>A</b>
	2020	844,563,748	850,955,294	695,768,486	82.38%	
	2019	820,455,055	828,442,890	667,803,663	81.39%	

\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

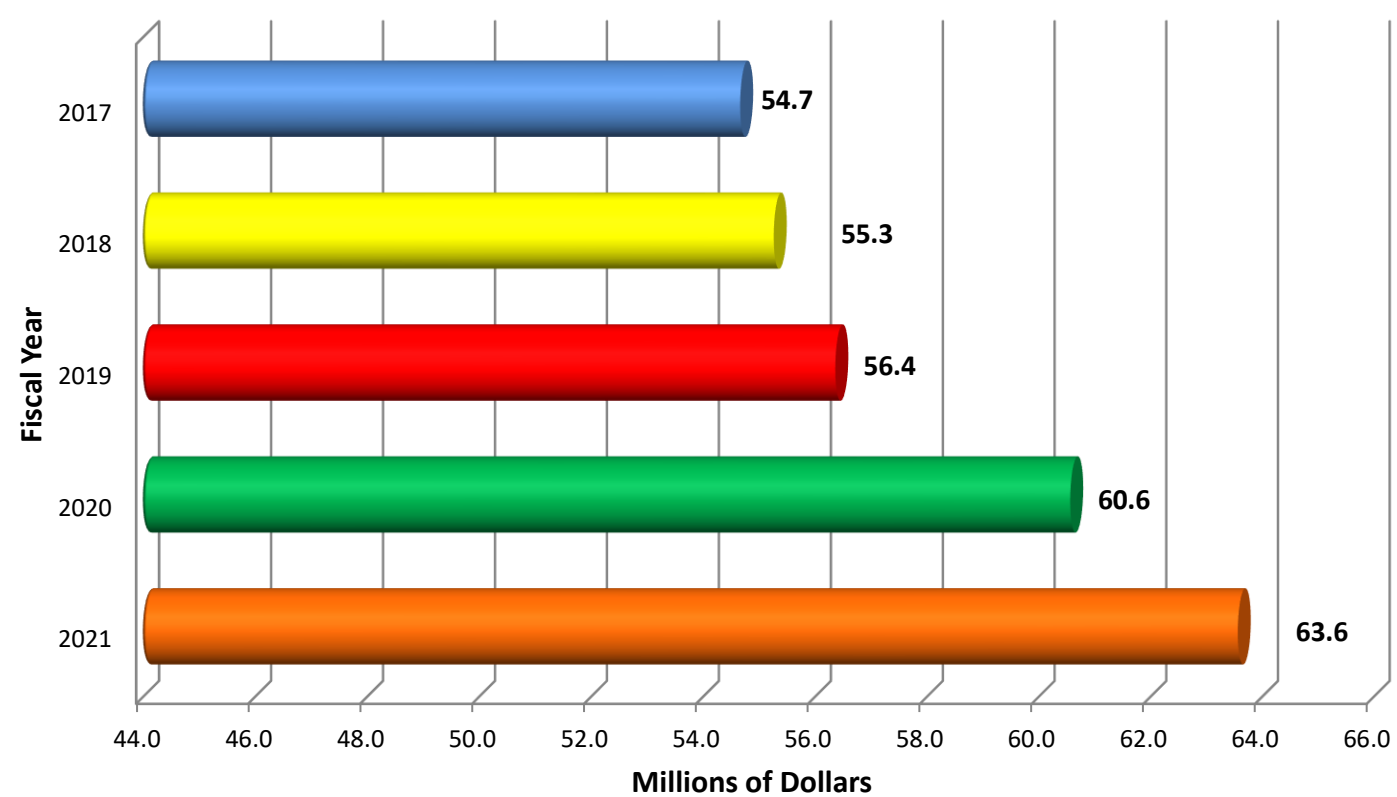
**Fiscal Year 2021 Revenue Budget by Major Source**



**School Operating Fund Revenue**  
**Percentage of Actual to Budget/Actual as of April 30, 2021**



**State Sales Tax Revenue through April 30, 2021**





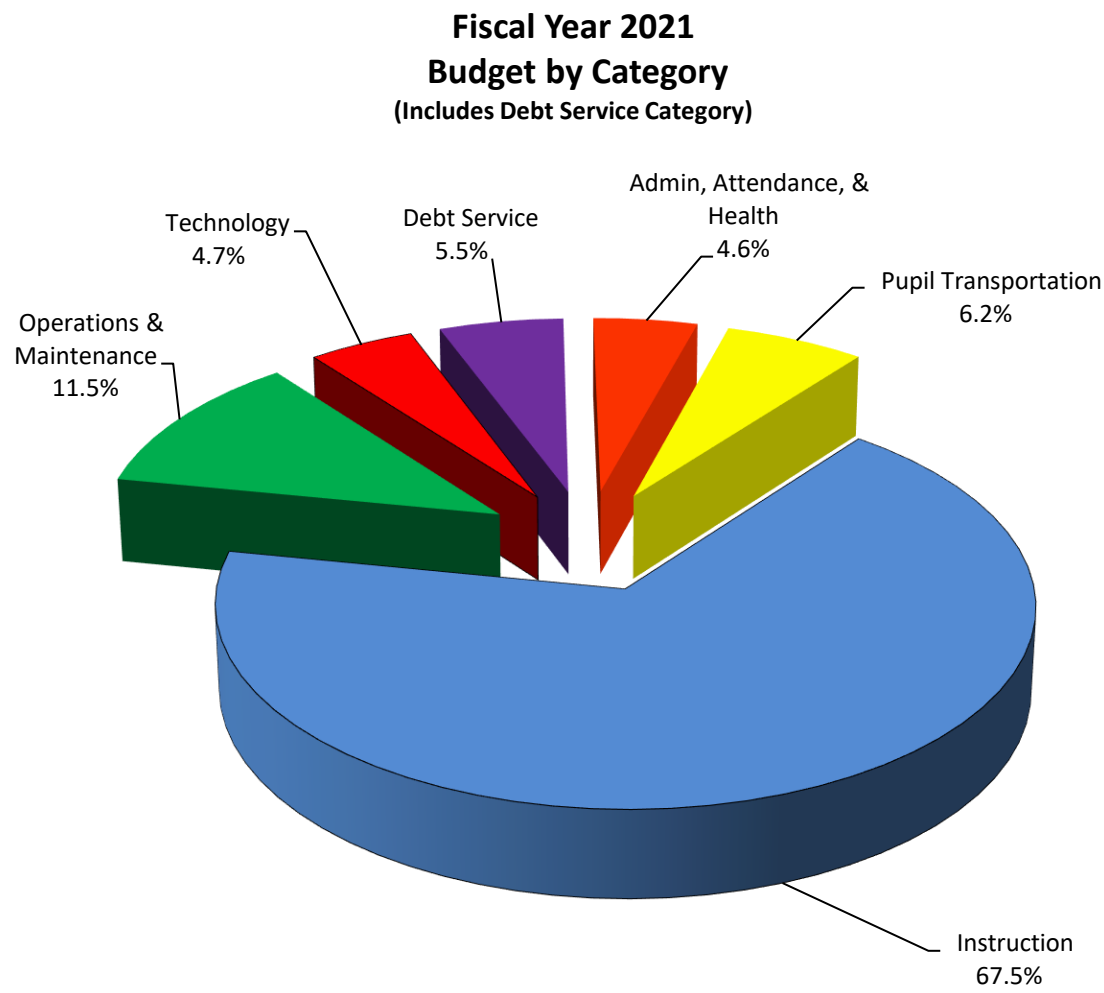
**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

**EXPENDITURES/ENCUMBRANCES**

APRIL 2021

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
<b>INSTRUCTION</b>	2021	585,933,547	<-----	467,409,505	79.77%	A
<b>CATEGORY</b>	2020	597,197,050	577,167,812	472,880,954	79.18%	
	2019	576,532,705	564,422,174	459,651,506	79.73%	
<b>ADMINISTRATION,</b>	2021	40,021,467	<-----	30,750,857	76.84%	A
<b>ATTENDANCE &amp; HEALTH</b>	2020	26,273,771	24,530,187	20,349,859	77.45%	
<b>CATEGORY</b>	2019	27,757,408	26,446,361	21,708,293	78.21%	
<b>PUPIL TRANSPORTATION</b>	2021	53,615,642	<-----	42,099,704	78.52%	A
<b>CATEGORY</b>	2020	42,405,656	41,232,908	34,628,191	81.66%	
	2019	40,914,622	40,103,993	33,679,733	82.32%	
<b>OPERATIONS AND</b>	2021	100,092,671	<-----	78,334,057	78.26%	A
<b>MAINTENANCE</b>	2020	99,738,735	93,760,634	77,121,360	77.32%	
<b>CATEGORY</b>	2019	95,992,689	92,855,284	73,657,942	76.73%	
<b>TECHNOLOGY</b>	2021	40,303,878	<-----	34,148,056	84.73%	A
<b>CATEGORY</b>	2020	45,933,211	42,639,283	38,081,712	82.91%	
	2019	44,344,757	42,839,605	32,876,570	74.14%	
<b>SCHOOL OPERATING FUND</b>	2021	819,967,205	<-----	652,742,179	79.61%	A
<b>TOTAL</b>	2020	811,548,423	779,330,824	643,062,076	79.24%	
<b>(EXCLUDING DEBT SERVICE)</b>	2019	785,542,181	766,667,417	621,574,044	79.13%	
<b>DEBT SERVICE</b>	2021	47,630,328	<-----	42,939,669	90.15%	A
<b>CATEGORY</b>	2020	43,313,882	42,933,085	40,451,720	93.39%	
	2019	41,951,320	41,768,217	38,168,492	90.98%	

\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

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	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	161,410,147	15,482,382	128,399,509	568,745	32,441,893	79.9%
MIDDLE CLASSROOM	64,268,561	5,964,063	48,680,042	261,795	15,326,724	76.2%
HIGH CLASSROOM	80,846,038	7,870,866	64,374,107	515,363	15,956,568	80.3%
SPECIAL ED CLASSROOM	97,158,934	7,209,937	81,099,608	139,547	15,919,779	83.6%
TECH AND CAREER ED CLASSROOM	18,099,020	1,586,741	13,646,443	108,902	4,343,675	76.0%
GIFTED CLASSROOM	15,044,013	1,404,118	11,775,759	58,438	3,209,816	78.7%
ALTERNATIVE EDUCATION CLASSROOM	6,228,893	476,899	4,271,718	21,752	1,935,423	68.9%
REMEDIAL ED CLASSROOM	8,580,872	778,913	6,397,041		2,183,831	74.6%
SUMMER SCHOOL CC	1,602,285		870,703		731,582	54.3%
SUMMER SLIDE	270,483	317	181,059	4,085	85,339	68.4%
ADULT ED	2,094,153	169,102	1,542,202	3,790	548,161	73.8%
GUIDANCE	18,873,965	1,694,356	15,316,037	153	3,557,775	81.1%
SOCIAL WORKERS SCHOOL	4,158,652	329,751	2,875,651	320	1,282,681	69.2%
HOMEBOUND	210,433	6,376	63,053		147,380	30.0%
TEACHING AND LEARNING	18,193,373	722,063	14,585,470	104,016	3,503,887	80.7%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,311,856	60,548	842,007	64,434	405,415	69.1%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	282,741	38,558	106,156	48,905	127,680	54.8%
STUDENT LEADERSHIP	1,583,450	72,332	1,374,128		209,322	86.8%
SCHOOL LEADERSHIP	2,129,659	137,533	1,520,281	40,131	569,247	73.3%
STUDENT ACTIVITIES	8,672,346	296,494	7,623,964	17,476	1,030,906	88.1%
SPECIAL ED SUPPORT	3,695,106	303,938	2,936,542	177	758,387	79.5%
TECH AND CAREER ED SUPPORT	1,010,464	79,824	802,590	583	207,291	79.5%
GIFTED ED SUPPORT	2,513,851	190,480	1,832,342	9,798	671,711	73.3%
ALTERNATIVE ED SUPPORT	2,361,900	206,727	1,824,701	1,969	535,230	77.3%
LIBRARY MEDIA SUPPORT	13,557,484	1,242,483	10,279,258	232,988	3,045,238	77.5%
OFFICE OF PRINCIPAL-ELEMENTARY	26,973,990	2,238,575	21,697,601	80,194	5,196,195	80.7%
OFFICE OF PRINCIPAL-MIDDLE	11,513,079	973,736	9,403,052	15,283	2,094,744	81.8%
OFFICE OF PRINCIPAL-HIGH	12,593,865	1,063,552	10,171,883	67,808	2,354,174	81.3%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	693,934	51,748	548,127	1,819	143,988	79.3%
<b>TOTAL INSTRUCTION</b>	<b>585,933,547</b>	<b>50,652,412</b>	<b>465,041,034</b>	<b>2,368,471</b>	<b>118,524,042</b>	<b>79.8%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD,LEGAL AND GOVT SERVICES	1,295,102	8,797	680,954	14,663	599,485	53.7%
OFFICE OF SUPERINTENDENT	1,259,175	134,648	1,021,853	2,449	234,873	81.3%
MEDIA AND COMMUNICATIONS	2,129,901	201,150	1,509,158	211	620,532	70.9%
HUMAN RESOURCES SCHOOL	5,765,743	393,901	4,616,051	3,000	1,146,692	80.1%
PROFESSIONAL GROWTH AND INNOVATION	911,886	65,184	647,515		264,371	71.0%
CONSOLIDATED BENEFITS	2,578,388	165,117	1,757,906	717	819,765	68.2%
PLANNING INNOVATION AND ACCOUNTABILITY	2,227,833	142,636	1,333,935	7,648	886,250	60.2%
BUDGET AND FINANCE	7,320,807	2,385,653	6,268,024	5,096	1,047,687	85.7%
INTERNAL AUDIT	488,479	36,534	398,734		89,745	81.6%
PURCHASING SERVICES	1,116,221	93,557	881,315		234,906	79.0%
HEALTH SERVICES	8,295,865	766,603	6,337,659	45,080	1,913,126	76.9%
PSYCHOLOGICAL SERVICES	6,120,941	519,624	4,804,206		1,316,735	78.5%
AUDIOLOGICAL SERVICES	511,126	38,238	414,683		96,443	81.1%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>40,021,467</b>	<b>4,951,642</b>	<b>30,671,993</b>	<b>78,864</b>	<b>9,270,610</b>	<b>76.8%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

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	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
TRANSPORTATION MANAGEMENT	2,665,562	213,078	2,150,213		515,349	80.7%
VEHICLE OPERATIONS	33,221,548	1,372,522	16,401,859	9,115,537	7,704,152	76.8%
VEHICLE OPERATIONS-SPECIAL ED	10,782,348	517,236	5,205,856	3,873,204	1,703,288	84.2%
MONITORING SERVICES-SPECIAL ED	3,256,453	285,574	2,447,605		808,848	75.2%
VEHICLE MAINTENANCE	3,689,731	292,397	2,904,724	706	784,301	78.7%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>53,615,642</b>	<b>2,680,807</b>	<b>29,110,257</b>	<b>12,989,447</b>	<b>11,515,938</b>	<b>78.5%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
SCHOOL DIVISION SERVICES	325,220	20,412	245,377	70	79,773	75.5%
FACILITIES AND MAINTENANCE SERVICES	51,633,130	3,478,373	36,152,005	5,465,303	10,015,822	80.6%
CUSTODIAL SERVICES SCHOOL	26,481,931	2,275,203	20,255,796	647,438	5,578,697	78.9%
GROUNDS SERVICES	4,479,888	1,119,972	4,479,888			100.0%
VEHICLE SERVICES	5,896,590	148,209	1,658,345	462,689	3,775,556	36.0%
SAFE SCHOOLS	8,090,867	745,560	6,401,607	188	1,689,072	79.1%
DISTRIBUTION SERVICES	2,047,037	136,280	1,516,618	2,055	528,364	74.2%
TELECOMMUNICATIONS CC	1,138,008	63,976	963,818	82,860	91,330	92.0%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>100,092,671</b>	<b>7,987,985</b>	<b>71,673,454</b>	<b>6,660,603</b>	<b>21,758,614</b>	<b>78.3%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	592,199	1,229	395,074	38,928	158,197	73.3%
MIDDLE CLASSROOM	476,302	10,695	469,898	6,160	244	99.9%
HIGH CLASSROOM	323,458	23,349	318,638	82,598	(77,778)	124.0%
SPECIAL ED CLASSROOM	318,762	5,475	577,128	22,137	(280,503)	188.0%
TECH AND CAREER ED CLASSROOM	311,245	9,153	78,975	9,476	222,794	28.4%
GIFTED CLASSROOM	91,974	10,128	94,524	5,126	(7,676)	108.3%
ALTERNATIVE EDUCATION CLASSROOM			330		(330)	
REMEDIAL ED CLASSROOM	18,714	36	8,716	1,031	8,967	52.1%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	75,810	42,012	108,151	33,648	(65,989)	187.0%
GUIDANCE	45,015	1,661	51,623	2,680	(9,288)	120.6%
SOCIAL WORKERS SCHOOL	8,219	236	6,134	17,873	(15,788)	292.1%
HOMEBOUND	40,143	140	8,054	6,217	25,872	35.6%
TEACHING AND LEARNING	541,437	10,898	608,706	41,939	(109,208)	120.2%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366		26,272		6,094	81.2%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	9,562	291	5,526	1,289	2,747	71.3%
STUDENT LEADERSHIP	2,411	159	1,265		1,146	52.5%
SCHOOL LEADERSHIP	30,279	6,009	17,706	3,305	9,268	69.4%
STUDENT ACTIVITIES	836	82	903		(67)	108.0%
SPECIAL ED SUPPORT	9,946	203	5,565		4,381	56.0%
TECH AND CAREER ED SUPPORT	4,519	7	3,007		1,512	66.5%
GIFTED ED SUPPORT	36,225	783	78,947		(42,722)	217.9%
ALTERNATIVE ED SUPPORT	171,286	6,364	69,584	12,995	88,707	48.2%
LIBRARY MEDIA SUPPORT	605,447	4,086	581,466	9,154	14,827	97.6%
OFFICE OF PRINCIPAL-ELEMENTARY	82,595	3,207	37,859	27,470	17,266	79.1%
OFFICE OF PRINCIPAL-MIDDLE	26,014	4,517	27,614	21,178	(22,778)	187.6%
OFFICE OF PRINCIPAL-HIGH	46,998	566	27,941	16,181	2,876	93.9%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501	490	2,822	656	(2,977)	694.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

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	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>TECHNOLOGY CATEGORY:</b>						
INSTRUCTIONAL TECHNOLOGY SUPPORT	14,977,788	591,250	11,876,100	66,823	3,034,865	79.7%
BOARD,LEGAL AND GOVT SERVICES	2,233	438	2,445		(212)	109.5%
OFFICE OF SUPERINTENDENT	7,658	62	3,566	27	4,065	46.9%
MEDIA AND COMMUNICATIONS	268,343	489	161,995	5,136	101,212	62.3%
HUMAN RESOURCES SCHOOL	295,639	2,232	261,318	49,560	(15,239)	105.2%
PROFESSIONAL GROWTH AND INNOVATION	136,328	117	120,873		15,455	88.7%
CONSOLIDATED BENEFITS	44,679	18,390	31,778	15,998	(3,097)	106.9%
PLANNING INNOVATION AND ACCOUNTABILITY	297,003	1,084	209,504	50,036	37,463	87.4%
BUDGET AND FINANCE	352,471	785	178,893	4,701	168,877	52.1%
INTERNAL AUDIT	1,607	5	104		1,503	6.5%
PURCHASING SERVICES	51,967	7,118	42,662	225	9,080	82.5%
OFFICE OF TECHNOLOGY	958,683	85,527	682,592	29,468	246,623	74.3%
HEALTH SERVICES	5,485		3,489	170	1,826	66.7%
PSYCHOLOGICAL SERVICES	32,915	28,750	53,379		(20,464)	162.2%
TRANSPORTATION MANAGEMENT	6,068	76	1,666		4,402	27.5%
VEHICLE OPERATIONS	344,417	20,357	330,406	20,357	(6,346)	101.8%
VEHICLE OPERATIONS-SPECIAL ED	108,552	6,429	104,339	6,428	(2,215)	102.0%
VEHICLE MAINTENANCE	39,652	895	19,496	9,255	10,901	72.5%
SCHOOL DIVISION SERVICES	1,420	4	1,284		136	90.4%
FACILITIES AND MAINTENANCE SERVICES	1,410,204	105,497	991,880	122,817	295,507	79.0%
CUSTODIAL SERVICES SCHOOL	2,672	2,698	7,874	5,150	(10,352)	487.4%
VEHICLE SERVICES	94,765	5,556	89,182	5,556	27	99.9%
SAFE SCHOOLS	145,596	1,240	97,201		48,395	66.8%
DISTRIBUTION SERVICES	52,927	892	46,438	13,397	(6,908)	113.1%
TELECOMMUNICATIONS CC	10,212	1,196	2,601	2,478	5,133	49.7%
TECHNOLOGY MAINTENANCE	16,741,589	724,204	12,687,727	1,759,213	2,294,649	86.3%
<b>TOTAL TECHNOLOGY</b>	<b>40,303,878</b>	<b>1,747,067</b>	<b>31,621,220</b>	<b>2,526,836</b>	<b>6,155,822</b>	<b>84.7%</b>
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<b>819,967,205</b>	<b>68,019,913</b>	<b>628,117,958</b>	<b>24,624,221</b>	<b>167,225,026</b>	<b>79.6%</b>
<b>DEBT SERVICE CATEGORY:</b>	<b>47,630,328</b>	<b>2,987,679</b>	<b>42,939,669</b>		<b>4,690,659</b>	<b>90.2%</b>

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2020 through April 30, 2021

B1

**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	297,791,599	34.86%	236,635,907	(61,155,692)	79.46%
State Share Sales Tax	79,209,739	9.27%	63,611,717	(15,598,022)	80.31%
Federal Government	13,500,000	1.58%	15,678,828	2,178,828	116.14%
City of Virginia Beach	460,646,169	53.93%	383,136,046	(77,510,123)	83.17%
Other Sources	3,082,803	0.36%	1,850,920	(1,231,883)	60.04%
<b>Total Revenues</b>	854,230,310	100.0%	700,913,418	(153,316,892)	82.05%
Prior Year Local Contribution*	13,367,223				
	<u>867,597,533</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	585,933,547	67.53%	467,409,505	118,524,042	79.77%
Administration, Attendance and Health	40,021,467	4.61%	30,750,857	9,270,610	76.84%
Pupil Transportation	53,615,642	6.18%	42,099,704	11,515,938	78.52%
Operations and Maintenance	100,092,671	11.54%	78,334,057	21,758,614	78.26%
Technology	40,303,878	4.65%	34,148,056	6,155,822	84.73%
Debt Service	47,630,328	5.49%	42,939,669	4,690,659	90.15%
<b>Total Expenditures/Encumbrances</b>	<u>867,597,533</u>	100.0%	695,681,848	171,915,685	80.18%

\*Fiscal year 2019-2020 encumbrances brought forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 2

ASSETS:

CASH	5,613,573
DUE FROM GENERAL FUND	85,418,204
PREPAID ITEM	150,412

TOTAL ASSETS

91,182,189

LIABILITIES:

CHECKS PAYABLE	86,900
WIRES PAYABLE	2,987,680
ACH PAYABLE	79,254
ACCOUNTS PAYABLE	71,509
ACCOUNTS PAYABLE-SCHOOLS	123,820
SALARIES PAYABLE-OPTIONS	40,871,815
FICA PAYABLE-OPTIONS	3,112,150
DUE TO COMMONWEALTH	12,615
TOTAL LIABILITIES	<u>47,345,743</u>

FUND EQUITY:

FUND BALANCE	613,432
ESTIMATED REVENUE	(854,230,310)
APPROPRIATIONS	867,597,533
ENCUMBRANCES	24,624,221
RESERVE FOR ENCUMBRANCES	(24,624,221)
EXPENDITURES	(671,057,627)
REVENUES	700,913,418
TOTAL FUND EQUITY	<u>43,836,446</u>

TOTAL LIABILITIES AND FUND EQUITY

91,182,189



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 3

	<u>FY 2021 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,230,301	2,173,215	21,732,142	(4,498,159)	82.9%
SOCIAL SECURITY	11,241,558	932,315	9,323,154	(1,918,404)	82.9%
GROUP LIFE	788,881	65,656	656,560	(132,321)	83.2%
BASIC SCHOOL AID	194,239,903	16,163,735	161,755,642	(32,484,261)	83.3%
REMEDIAL SUMMER SCHOOL	188,358		102,027	(86,331)	54.2%
VOCATIONAL EDUCATION	1,656,651	137,878	1,378,777	(277,874)	83.2%
GIFTED EDUCATION	2,051,091	170,706	1,707,057	(344,034)	83.2%
SPECIAL EDUCATION	20,668,688	1,720,188	17,201,877	(3,466,811)	83.2%
PREVENTION, INTERVENTION AND REMEDIATION	4,733,287	393,936	3,939,361	(793,926)	83.2%
SPECIAL EDUCATION HOMEBOUND	117,991	12,829	51,316	(66,675)	43.5%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	12,394,018	2,671,677	9,350,867	(3,043,151)	75.4%
FOSTER CARE	455,023			(455,023)	
SPECIAL ED-REGIONAL TUITION	9,690,078			(9,690,078)	
CAREER AND TECH ED-OCCUPATIONAL	328,669			(328,669)	
ENGLISH AS A SECOND LANGUAGE	1,707,149	131,610	1,316,104	(391,045)	77.1%
AT-RISK	5,930,533	513,292	4,876,281	(1,054,252)	82.2%
K-3 PRIMARY CLASS SIZE REDUCTION	5,369,420	924,567	3,235,987	(2,133,433)	60.3%
OTHER STATE FUNDS			8,755	8,755	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>297,791,599</u>	<u>26,011,604</u>	<u>236,635,907</u>	<u>(61,155,692)</u>	79.5%
STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,126,141</u>	<u>63,611,717</u>	<u>(15,598,022)</u>	80.3%
TOTAL FROM STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,126,141</u>	<u>63,611,717</u>	<u>(15,598,022)</u>	80.3%
IMPACT AID PUBLIC LAW 874	9,935,191	328,886	6,858,965	(3,076,226)	69.0%
IMPACT AID SPECIAL ED		130,501	3,159,685	3,159,685	
IMPACT AID DEPT OF DEFENSE	1,500,000		2,735,852	1,235,852	182.4%
DEPT. OF THE NAVY NJROTC	100,000	96,235	239,786	139,786	239.8%
DEPT OF DEFENSE SPECIAL ED			2,102,900	2,102,900	
MEDICAID REIMB-MEDICAL	1,964,809		552,129	(1,412,680)	28.1%
MEDICAID REIMB-TRANSPORTATION		8,417	29,463	29,463	
OTHER FEDERAL FUNDS			48	48	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>564,039</u>	<u>15,678,828</u>	<u>2,178,828</u>	116.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 4

	<u>FY 2021 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	454,846,169	39,840,928	378,278,776	(76,567,393)	83.2%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	471,365	4,857,270	(942,730)	83.7%
TOTAL TRANSFERS	<u>460,646,169</u>	<u>40,312,293</u>	<u>383,136,046</u>	<u>(77,510,123)</u>	83.2%
RENT OF FACILITIES SCHOOLS	450,000		167,000	(283,000)	37.1%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	18,663	114,697	14,697	114.7%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575			(25,575)	
TUITION SUMMER SCHOOL	700,000		205,774	(494,226)	29.4%
TUITION DRIVERS ED	322,125	12,390	87,155	(234,970)	27.1%
PLANETARIUM FEES		(160)	(180)	(180)	
DONATION		226	450	450	
STOP ARM ENFORCEMENT	300,000	70,020	248,521	(51,479)	82.8%
SALE OF SALVAGE MATERIALS	12,000	4,996	44,729	32,729	372.7%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	16,447	93,067	78,067	620.4%
SALE OF SCHOOL BUSES			141,028	141,028	
REIMB SYSTEM REPAIRS		2,050	7,505	7,505	
LOST AND STOLEN-TECHNOLOGY		633	3,843	3,843	
DAMAGED-TECHNOLOGY		9,356	26,317	26,317	
LOST AND DAMAGED-CALCULATORS		96	961	961	
LOST AND DAMAGED-HEARTRATE MONITORS		100	496	496	
MISCELLANEOUS REVENUE	224,703	17,189	121,266	(103,437)	54.0%
INDIRECT COST-GRANTS	600,000	82,179	588,291	(11,709)	98.0%
TOTAL FROM OTHER SOURCES	<u>3,082,803</u>	<u>234,185</u>	<u>1,850,920</u>	<u>(1,231,883)</u>	60.0%
TOTAL SCHOOL OPERATING FUND	<u><u>854,230,310</u></u>	<u><u>73,248,262</u></u>	<u><u>700,913,418</u></u>	<u><u>(153,316,892)</u></u>	82.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 5

ASSETS:		LIABILITIES:	
CASH	1,849,506	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,485,692
		ENCUMBRANCES	35,803
		RESERVE FOR ENCUMBRANCES	(35,803)
		EXPENDITURES	(3,158,809)
		REVENUES	5,000,897
		TOTAL FUND EQUITY	1,849,506
TOTAL ASSETS	<u>1,849,506</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,849,506</u>

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	394	25,708	20,708	514.2%	1134.1%
BASKETBALL	120,000			(120,000)		98.3%
FOOTBALL	250,000			(250,000)		92.1%
GYMNASTICS	4,000			(4,000)		150.2%
WRESTLING	13,000			(13,000)		109.6%
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		101.4%
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000	555	915	(4,085)	18.3%	461.5%
TOTAL REVENUES	<u>5,478,274</u>	<u>949</u>	<u>5,000,897</u>	<u>(477,377)</u>	91.3%	100.2%
PYFB-ENCUMBRANCES	<u>7,418</u>					
TOTAL REVENUES AND PYFB	<u>5,485,692</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,805,767	486,984	1,482,881		1,322,886	52.9%	79.8%
FICA BENEFITS	195,437	37,713	115,333		80,104	59.0%	79.9%
PURCHASED SERVICES	1,282,029	222,376	685,745		596,284	53.5%	71.1%
VA HIGH SCHOOL LEAGUE DUES	51,250		17,148		34,102	33.5%	40.8%
ATHLETIC INSURANCE	190,000		178,534		11,466	94.0%	94.6%
MATERIALS AND SUPPLIES	772,218	62,190	592,615	35,803	143,800	81.4%	74.9%
CAPITAL OUTLAY	188,991		86,553		102,438	45.8%	38.8%
TOTAL	<u>5,485,692</u>	<u>809,263</u>	<u>3,158,809</u>	<u>35,803</u>	<u>2,291,080</u>	58.2%	75.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 6

ASSETS:		LIABILITIES:	
CASH	8,154,679	CHECKS PAYABLE	195
CASH WITH CAFETERIAS	5,715	SALARIES PAYABLE-OPTIONS	847,524
FOOD INVENTORY	455,396	FICA PAYABLE-OPTIONS	64,834
FOOD-USDA INVENTORY	171,401	UNEARNED REVENUE	754,978
SUPPLIES INVENTORY	161,813	TOTAL LIABILITIES	1,667,531
		FUND EQUITY:	
		FUND BALANCE	4,415,922
		ESTIMATED REVENUE	(32,568,966)
		APPROPRIATIONS	38,729,817
		ENCUMBRANCES	828,294
		RESERVE FOR ENCUMBRANCES	(828,294)
		EXPENDITURES	(20,257,267)
		REVENUES	16,961,967
		TOTAL FUND EQUITY	7,281,473
TOTAL ASSETS	8,949,004	TOTAL LIABILITIES AND FUND EQUITY	8,949,004

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	200,000	1,362	52,814	(147,186)	26.4%	310.4%
SERVICE CHARGES	11,183,378	13,208	97,094	(11,086,284)	0.9%	64.2%
USDA REBATES FROM VENDORS	650,000	51,973	257,006	(392,994)	39.5%	66.3%
MISCELLANEOUS REVENUE			61,699	61,699		
TOTAL LOCAL REVENUE	12,033,378	66,543	468,613	(11,564,765)	3.9%	65.9%
SCHOOL BREAKFAST INITIATIVE	55,000		7,710	(47,290)	14.0%	
SCHOOL LUNCH	550,000		268,810	(281,190)	48.9%	105.6%
SCHOOL BREAKFAST		9,594	33,579	33,579		
TOTAL REVENUE FROM COMMONWEALTH	605,000	9,594	310,099	(294,901)	51.3%	112.7%
SCHOOL BREAKFAST PROGRAM	5,052,450			(5,052,450)		
NATIONAL SCHOOL LUNCH PROGRAM	12,524,138			(12,524,138)		46.6%
USDA COMMODITIES	1,854,000			(1,854,000)		
CHILD & ADULT CARE FOOD PROGRAM	350,000	574,241	2,505,824	2,155,824	715.9%	88.9%
USDA SUMMER FEEDING PROGRAM	150,000	2,476,680	13,677,431	13,527,431	9118.3%	317.4%
TOTAL REVENUE FROM FEDERAL GOV'T	19,930,588	3,050,921	16,183,255	(3,747,333)	81.2%	61.6%
TOTAL REVENUES	32,568,966	3,127,058	16,961,967	(15,606,999)	52.1%	63.9%
PRIOR YEAR FUND BALANCE (PYFB)	4,971,333					
PYFB-ENCUMBRANCES	1,189,518					
TOTAL REVENUES AND PYFB	38,729,817					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	12,576,815	940,731	8,381,683		4,195,132	66.6%	68.0%
FRINGE BENEFITS	4,965,156	390,719	3,223,817		1,741,339	64.9%	56.6%
PURCHASED SERVICES	1,155,424	20,595	716,183	22,469	416,772	63.9%	151.7%
OTHER CHARGES	49,801	269	5,455		44,346	11.0%	103.2%
MATERIALS AND SUPPLIES	16,976,720	1,155,678	7,729,173	180,825	9,066,722	46.6%	66.3%
CAPITAL OUTLAY	3,005,901		200,956	625,000	2,179,945	27.5%	129.4%
TOTAL	38,729,817	2,507,992	20,257,267	828,294	17,644,256	54.4%	69.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 7

ASSETS:		LIABILITIES:	
CASH	7,936,207	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	7,757,568
		ESTIMATED REVENUE	(4,295,536)
		APPROPRIATIONS	4,411,338
		ENCUMBRANCES	76,936
		RESERVE FOR ENCUMBRANCES	(76,936)
		EXPENDITURES	(3,504,911)
		REVENUES	3,567,748
		TOTAL FUND EQUITY	7,936,207
TOTAL ASSETS	<u>7,936,207</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>7,936,207</u>

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	1,360	38,137	8,654	129.4%	393.3%
LOST AND DAMAGED	27,000	253	1,531	(25,469)	5.7%	4.2%
MISCELLANEOUS			54	54		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>1,613</u>	<u>39,722</u>	<u>(16,761)</u>	70.3%	210.2%
DEPT OF EDUCATION	4,239,053	352,803	3,528,026	(711,027)	83.2%	82.7%
TOTAL REVENUE-COMMONWEALTH	<u>4,239,053</u>	<u>352,803</u>	<u>3,528,026</u>	<u>(711,027)</u>	83.2%	82.7%
TOTAL REVENUES	<u>4,295,536</u>	<u>354,416</u>	<u>3,567,748</u>	<u>(727,788)</u>	83.1%	84.4%
PRIOR YEAR FUND BALANCE (PYFB)	115,802					
TOTAL REVENUES AND PYFB	<u>4,411,338</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	93,976	7,104	69,033		24,943	73.5%	86.7%
FRINGE BENEFITS	35,641	2,963	27,166		8,475	76.2%	109.4%
PURCHASED SERVICES			191,390		(191,390)		
MATERIALS AND SUPPLIES	4,281,721	38,724	3,217,322	76,936	987,463	76.9%	68.4%
TOTAL	<u>4,411,338</u>	<u>48,791</u>	<u>3,504,911</u>	<u>76,936</u>	<u>829,491</u>	81.2%	69.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 8

ASSETS:		LIABILITIES:	
CASH	18,229,262	ACCOUNTS PAYABLE	6,350
PREPAID ITEM	254,760	EST CLAIMS/JUDGMENTS PAYABLE	<u>7,808,151</u>
		TOTAL LIABILITIES	<u>7,814,501</u>
		FUND EQUITY:	
		RETAINED EARNINGS	7,227,041
		ENCUMBRANCES	96,073
		RESERVE FOR ENCUMBRANCES	(96,073)
		EXPENSES	(5,595,773)
		REVENUES	<u>9,038,253</u>
		TOTAL FUND EQUITY	<u>10,669,521</u>
TOTAL ASSETS	<u>18,484,022</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>18,484,022</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	3,033	107,467
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	307	120,702
MISCELLANEOUS REVENUE	448	4,360
TRANSFER FROM SCHOOL OPERATING FUND	<u>1,000,000</u>	<u>2,000,000</u>
TOTAL REVENUES	<u>1,003,788</u>	<u>9,038,253</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	30,127	271,140	
FRINGE BENEFITS	10,668	92,024	
OTHER PURCHASED SERVICES	4,375	205,577	69,394
FIRE AND PROPERTY INSURANCE		2,218,827	
MOTOR VEHICLE INSURANCE	15,008	870,579	
WORKER'S COMPENSATION	175,280	1,615,438	
SURETY BONDS		11,140	
GENERAL LIABILITY INSURANCE		271,031	
MISCELLANEOUS	12,773	13,918	
MATERIALS AND SUPPLIES	<u>3,304</u>	<u>26,099</u>	<u>26,679</u>
TOTAL	<u>251,535</u>	<u>5,595,773</u>	<u>96,073</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 9

ASSETS:		LIABILITIES:	
CASH	3,693,222	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,754,868
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	579,354
		TOTAL FUND EQUITY	3,618,222
TOTAL ASSETS	3,693,222	TOTAL LIABILITIES AND FUND EQUITY	3,693,222

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	639	20,716	4,716	129.5%	358.4%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-COX HIGH		2,340	205,951	205,951		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-FIRST COLONIAL HIGH			32,920	32,920		
TOWER RENT-LANDSTOWN HIGH			35,265	35,265		
TOWER RENT-OCEAN LAKES HIGH		61,042	102,320	102,320		
TOWER RENT-TALLWOOD HIGH			48,374	48,374		
TOWER RENT-TECH CENTER		5,289	91,024	91,024		
TOWER RENT-WOODSTOCK ES		2,459	15,284	15,284		
TOTAL REVENUES	516,000	71,769	579,354	63,354	112.3%	129.7%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
TOTAL REVENUES AND PYFB	800,000					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	800,000				800,000		47.3%
TOTAL	800,000				800,000		47.8%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

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**Revenues :**

	FY 2021 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	19,560,078	2,980,161	7,782,105	(11,777,973)	39.79%
Federal Government	66,385,578	3,019,316	17,245,680	(49,139,898)	25.98%
Other Sources	624,133	33,275	378,009	(246,124)	60.57%
Transfers from School Operating Fund	6,346,786	(4,426)	6,429,380	82,594	101.30%
<b>Total Revenues</b>	<b>92,916,575</b>	<b>6,028,326</b>	<b>31,835,174</b>	<b>(61,081,401)</b>	<b>34.26%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 11

	<u>FY 2021</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	195,000	11,025	89,490		105,510	45.9%
ADULT BASIC EDUCATION	327,144	21,634	273,822		53,322	83.7%
ADVANCING COMPUTER SCIENCE EDUCATION	148,678	8,740	74,998	20,000	53,680	63.9%
ALGEBRA READINESS	1,828,970	35,649	405,831	1,016	1,422,123	22.2%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	72,946	342	72,946			100.0%
CAREER SWITCHER PROG MENTOR REIMB	7,000				7,000	
CARES ACT CORONA VIRUS RELIEF FUND (CRF)	11,677,033	(34,731)	10,608,141	149,858	919,034	92.1%
CARES ACT ESSER	10,141,569	162,690	876,293	1,399,154	7,866,122	22.4%
CARES ESSER CLEANING SUPPLIES	50,000		44,314		5,686	88.6%
CARES ESSER FACILITIES AND PPE	37,500		36,533		967	97.4%
CARES ESSER INS DELIVERY SUPPORT	27,000	6,592	12,636		14,364	46.8%
CARES ESSER SE UNIVERSAL SCNR	50,312				50,312	
CARES ESSER SPED SRVCS SUPPORT	233,142	16,993	16,993		216,149	7.3%
CARES GEER VISION	2,610,828	357,103	357,103	120,000	2,133,725	18.3%
CARL PERKINS	1,051,189	84,818	651,902	189,744	209,543	80.1%
CHAMPIONS TOGETHER-IDEA	4,000		3,952		48	98.8%
CORRECTIONS ED AND OTHER INSTITUTIONAL ED	1,110				1,110	
CTE SPECIAL STATE EQUIP ALLOC	57,113		57,113			100.0%
DODEA MCASP OPERATION GRIT	320,115	81,558	226,854	38,556	54,705	82.9%
EARLY READING INTERVENTION	3,471,422	178,163	1,531,560		1,939,862	44.1%
GENERAL ADULT ED	30,993	4,392	24,474		6,519	79.0%
GO OPEN VA	8,708	4,253	6,917		1,791	79.4%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT	9,928				9,928	
HAMPTON ROADS COMMUNITY FOUNDATION	30,000			30,000		100.0%
HAMPTON ROADS WORKFORCE COUNCIL-ALC	129,600	6,319	67,462		62,138	52.1%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	108,000	4,727	36,283		71,717	33.6%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	129,600	8,340	76,267		53,333	58.8%
INDUSTRY CERT EXAMINATIONS	88,032	16,025	51,159		36,873	58.1%
INDUSTRY CERT EXAMINATIONS STEM-H	24,033	12,440	24,033			100.0%
ISAEF	70,240	3,832	31,504	6,451	32,285	54.0%
JAIL EDUCATION PROGRAM	315,555	11,554	115,398		200,157	36.6%
JUVENILE DETENTION HOME	1,502,627	100,210	953,175		549,452	63.4%
MCKINNEY VENTO	91,059	3,573	24,164		66,895	26.5%
MYCAA-LPN	1,000				1,000	
NATIONAL BOARD CERTIFICATION INCENTIVE	400,000		400,000			100.0%
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500		1,120		1,380	44.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

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	<u>FY 2021</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
NEW TEACHER MENTOR	34,768				34,768	
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	46,202	3,761	19,195		27,007	41.5%
POST 9-11 GI BILL	1,626				1,626	
PRESCHOOL- IDEA SECTION 619	781,050	39,945	376,694		404,356	48.2%
PROJECT GRADUATION	112,500	66	15,699	6,500	90,301	19.7%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	16,245	64,129		1,062	98.4%
RESERVE FOR CONTINGENCY	3,787,184				3,787,184	
SCHOOL SECURITY EQUIPMENT	102,746	100,241	100,241	2,505		100.0%
START ON SUCCESS	5,220				5,220	
STARTALK	84,375	60	(73)		84,448	-0.1%
STEM COMPETITION	18,761				18,761	
STEM RECRUITMENT AND RETENTION INCENTIVE	7,000				7,000	
TECHNOLOGY INITIATIVE	7,585,976		1,771,950	9,540	5,804,486	23.5%
TITLE I PART A	15,002,712	1,029,201	8,547,553	729,536	5,725,623	61.8%
TITLE I PART D SUBPART 1	56,909	1,905	11,762		45,147	20.7%
TITLE I PART D SUBPART 2	596,385	28,615	153,674	27,524	415,187	30.4%
TITLE II PART A	1,921,445	144,190	1,125,489		795,956	58.6%
TITLE III PART A LANGUAGE ACQUISITION	277,120	10,862	111,685	30,404	135,031	51.3%
TITLE IV PART A	1,950,740	149,634	596,947	38,557	1,315,236	32.6%
TITLE IV PART B 21ST CCLC-LYNNHAVEN ES	2,604				2,604	
TITLE IV PELL	30,200		14,002		16,198	46.4%
TITLE VI-B IDEA SECTION 611	19,100,100	1,438,618	11,415,293		7,684,807	59.8%
VA HUMANITIES BENEATH THE SURFACE	10,700				10,700	
VA PRESCHOOL INITIATIVE	6,004,603	538,641	4,260,438		1,744,165	71.0%
VBEF SCHOOL PLUS COMMUNITY SUPER GRANT	4,988	114	4,928		60	98.8%
VERIZON INNOVATIVE LEARNING LAB	15,000		15,000			100.0%
VIRGINIA MIDDLE SCHOOL TEACHER CORPS	5,000		3,750		1,250	75.0%
VPI+	33,243		33,243			100.0%
WORKPLACE READINESS	14,836		14,836			100.0%
TOTAL SCHOOL GRANTS FUND	<u>92,916,575</u>	<u>4,608,339</u>	<u>45,808,872</u>	<u>2,799,345</u>	<u>44,308,358</u>	52.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 13

ASSETS:		LIABILITIES:	
CASH	84,456,459	CHECKS PAYABLE	
		WIRES PAYABLE	
		ACCOUNTS PAYABLE-HSA	(81)
		UNEARNED REVENUE	5,511,706
		EST CLAIMS-JUDGMENTS PAYABLE	8,255,000
		TOTAL LIABILITIES	<u>13,766,625</u>
		FUND EQUITY:	
		RETAINED EARNINGS	69,811,377
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(126,834,749)
		REVENUES	127,713,206
		TOTAL FUND EQUITY	<u>70,689,834</u>
TOTAL ASSETS	<u>84,456,459</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>84,456,459</u>

REVENUES:	MONTH'S	YEAR-TO-DATE	
	<u>REALIZED</u>	<u>REALIZED</u>	
INTEREST ON BANK DEPOSITS	14,565	463,082	
EMPLOYEE PREMIUMS-CITY	1,516,489	11,838,330	
EMPLOYER PREMIUMS-CITY	5,588,630	42,019,711	
EMPLOYEE PREMIUMS-SCHOOLS	1,501,802	15,009,871	
EMPLOYER PREMIUMS-SCHOOLS	5,915,101	58,376,214	
COBRA ADMINISTRATIVE FEE-CITY	335	2,922	
COBRA ADMINISTRATIVE FEE-SCHOOLS	407	3,076	
TOTAL REVENUES	<u>14,537,329</u>	<u>127,713,206</u>	
EXPENSES:	MONTH'S	YEAR-TO-DATE	OUTSTANDING
	<u>EXPENSES</u>	<u>EXPENSES</u>	<u>ENCUMBRANCES</u>
SALARIES AND BENEFITS	313,334	3,473,018	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	6,423,685	50,645,397	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	8,973,092	72,716,334	
TOTAL EXPENSES	<u>15,710,111</u>	<u>126,834,749</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 14

ASSETS:		LIABILITIES:	
CASH	92,980	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	55,772
		ESTIMATED REVENUE	(149,000)
		APPROPRIATIONS	155,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(36,000)
		REVENUES	67,208
		TOTAL FUND EQUITY	92,980
TOTAL ASSETS	92,980	TOTAL LIABILITIES AND FUND EQUITY	92,980

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		283	7,255	7,255		
VENDING OPERATIONS RECEIPTS	149,000	6,826	59,953	(89,047)	40.2%	87.7%
TOTAL REVENUES	149,000	7,109	67,208	(81,792)	45.1%	88.1%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	155,000					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	144,280		36,000		108,280	25.0%	103.8%
MATERIALS AND SUPPLIES	10,520	531			10,520		
PURCHASED SERVICES	200				200		
TOTAL	155,000	531	36,000		119,000	23.2%	99.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 15

ASSETS:		LIABILITIES:	
CASH	1,245,832	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	423,687
		ESTIMATED REVENUE	
		APPROPRIATIONS	698,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	124,145
		TOTAL FUND EQUITY	1,245,832
TOTAL ASSETS	1,245,832	TOTAL LIABILITIES AND FUND EQUITY	1,245,832

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		3,341	124,145	124,145
TOTAL REVENUES		3,341	124,145	124,145
PRIOR YEAR FUND BALANCE (PYFB)	698,000			
TOTAL REVENUES AND PYFB	698,000			

EXPENDITURES:	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
MATERIALS AND SUPPLIES	698,000				698,000
TOTAL	698,000				698,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2020 THROUGH APRIL 30, 2021

B 16

ASSETS:		LIABILITIES:	
CASH	976,468	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	93,582
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,051,000
		ENCUMBRANCES	57,074
		RESERVE FOR ENCUMBRANCES	(57,074)
		EXPENDITURES	(174,733)
		REVENUES	6,619
		TOTAL FUND EQUITY	976,468
TOTAL ASSETS	976,468	TOTAL LIABILITIES AND FUND EQUITY	976,468

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		171	6,619	6,619
TOTAL REVENUES		171	6,619	6,619
PRIOR YEAR FUND BALANCE (PYFB)	1,051,000			
TOTAL REVENUES AND PYFB	1,051,000			

EXPENDITURES:	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
PURCHASED SERVICES		1,171	40,109	47,373	(87,482)
MATERIALS AND SUPPLIES	1,051,000		134,624	9,701	906,675
TOTAL	1,051,000	1,171	174,733	57,074	819,193

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2020 THROUGH APRIL 30, 2021

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	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACEMT-ENERGY MGMT II	9,475,000	37,513	268,451	7,090,971	226,908	2,157,121	77.23%
601002-TENNIS COURT RENOVATIONS II	1,400,000	3,126	21,748	1,013,953	36,545	349,502	75.04%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	16,397	459,782	27,250,191	150,023	639,862	97.72%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	3,126	1,591,617	32,282,989	95,853	91,158	99.72%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	1,179,412	15,179,950	70,477,434	5,997,721	763,604	99.01%
601008-SCHOOL BUS FACILITY RENOVATION-EXPANSION	21,821,574			21,821,574			100.00%
601009-COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPD	284,602			284,602			100.00%
601010-RENOV & REPLACE-GROUNDS PHASE II	11,675,000		100	11,672,701		2,299	99.98%
601012-RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724			45,365,842	1,473	409	100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639	16,218	155,057	34,939,479	86,160		100.00%
601014-RENOV & REPLACE-VARIOUS PHASE II	15,033,273			15,021,915	8,861	2,497	99.98%
601015-PRINCESS ANNE HS REPLACEMENT	43,462,277					43,462,277	
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	25,000,000	86,260	4,075,766	18,505,694	4,410,061	2,084,245	99.90%
601017-RENOV & REPLACE-GROUND PH III	9,229,510	334,269	1,569,821	2,952,353	3,502,645	2,774,512	69.94%
601018-RENOV & REPLACE-HVAC PH III	20,371,541	170,053	6,200,591	17,053,343	2,462,908	855,290	95.80%
601019-RENOV & REPLACE-REROOFING PH III	11,650,000	118,964	3,506,648	5,244,056	2,366,942	4,039,002	65.33%
601020-RENOV & REPLACE - VARIOUS PH III	13,491,223	43,209	1,245,581	3,803,873	1,657,499	8,029,851	40.48%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,500,000	93,136	6,395,053	12,575,796	783,629	140,575	98.96%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,084,737	3,126	137,332	801,030	186,194	97,513	91.01%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001		48,700	12,097,873		89,128	99.27%
601024-KEMPS LANDING-ODC REPLACEMENT	63,514,563			63,514,562		1	100.00%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	21,500,000	222,835	324,037	324,037	438,403	20,737,560	3.55%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	200,000	5,303	62,570	62,570	132,176	5,254	97.37%
601999-PAYROLL ALLOCATION		(204,560)	108,045	108,045		(108,045)	
TOTAL CAPITAL PROJECTS	522,218,499	2,128,387	41,350,849	413,132,456	22,544,001	86,542,042	83.43%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2020 THROUGH APRIL 30, 2021

B18

ASSETS:		LIABILITIES:	
CASH	1,618,027	SALARIES PAYABLE-OPTIONS	204,058
		FICA PAYABLE-OPTIONS	15,610
		TOTAL LIABILITIES	219,668
		FUND EQUITY:	
		FUND BALANCE	700
		ESTIMATED REVENUE	(4,076,486)
		APPROPRIATIONS	4,076,486
		ENCUMBRANCES	13,931
		RESERVE FOR ENCUMBRANCES	(13,931)
		EXPENDITURES	(2,678,827)
		REVENUES	4,076,486
		TOTAL FUND EQUITY	1,398,359
TOTAL ASSETS	1,618,027	TOTAL LIABILITIES AND FUND EQUITY	1,618,027

	FY 2021	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	FY 2020
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
TRANSFER FROM GENERAL FUND	4,076,486		4,076,486		100.0%	100.0%
TOTAL REVENUES	4,076,486		4,076,486		100.0%	100.0%

	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT	FY 2020
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED	PERCENT
PERSONNEL SERVICES	2,414,953	220,540	1,838,180		576,773	76.1%	76.0%
FRINGE BENEFITS	870,157	80,906	666,703		203,454	76.6%	80.2%
PURCHASED SERVICES	412,672	95	83,361		329,311	20.2%	63.8%
OTHER CHARGES	77,339	120	17,286		60,053	22.4%	66.9%
MATERIALS AND SUPPLIES	301,365	12,917	73,297	13,931	214,137	28.9%	43.3%
TOTAL	4,076,486	314,578	2,678,827	13,931	1,383,728	66.1%	73.7%



**Subject:** Final 2021-2022 Operating Budget Reconciliation **Item Number:** 13B

**Section:** Information **Date:** May 25, 2021

**Senior Staff:** Farrell Hanzaker, Chief Financial Officer

**Prepared by:** Farrell Hanzaker, Chief Financial Officer

**Presenter(s):** Farrell Hanzaker, Chief Financial Officer

**Recommendation:**

It is recommended that the School Board review the Final 2021/22 Operating Budget reconciliation.

**Background Summary:**

The Superintendent's Estimate of Needs for FY 2021/22 was presented during the special meeting of the School Board of the City of Virginia Beach on February 2, 2021. The School Board held budget workshops on February 9, February 16 and February 23, 2021.

On March 2, 2021, the School Board approved the FY 2021/22 Operating Budget based on the Governor's Proposed Budget and was advised that once all state and local revenues were known, an Amended Budget would have to be developed and sent to the City Council.

On April 13, 2021, the Amended Budget was adopted by the School Board and included funding from the American Rescue Plan recently passed by Congress. It also accounted for a one cent reduction in the real estate tax rate that was included in the City Manager's Proposed budget. Virginia Beach City Public Schools (VBCPS) receives a portion of the real estate tax through the City/School Revenue Sharing Formula. The reduction to the real estate tax decreased VBCPS' budget by \$2,853,874.

In a letter dated May 4, 2021, the City Council was provided details regarding the FY 2021/22 Operating Budget Reconciliation by the Mayor and the Vice Mayor. The letter outlined that one cent of the existing real estate tax rate would be used to assist with public safety recruitment and retention efforts. This dedication will result in the omission of \$2,916,379 in revenue generated through the Revenue Sharing Formula for FY 2021/22. An adjustment was also made to reduce the real estate tax rate 0.0075 cents; reducing revenues an additional \$2,187,285.

In a follow-up letter dated May 11, 2021, the City Manager provided updated ordinances to the City Council to reflect another reduction to the real estate tax rate of one cent; reducing Revenue Sharing Formula revenues by \$2,916,380.

**Source:**

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

**Budget Impact:**

The total reduction made to VBCPS in the reconciliation process is \$8,020,043.



Subject: Notification of Intent to Apply for Federal Grants for SY2021/22 Item Number: 13C

Section: Information Date: May 25, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Danielle Colucci, Executive Director of Elementary Teaching and Learning

Tiffany Jacobs, Grants Manager, Department of Budget and Finance

Presenter(s): Danielle Colucci, Executive Director of Elementary Teaching and Learning

**Recommendation:**

That the School Board receive and review this notification that the administration intends to apply for the following federal grants for the 2021-2022 school year.

- Title I, Part A Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)
- Title I, Part D Title I, Part D, Subpart 2, provides financial assistance to local education agencies for educational services to neglected and delinquent children and youth in locally operated correctional facilities and to other at-risk populations to prepare them for secondary school completion, training, employment, and further education.
- Title II, Part A Preparing, Training, and Recruiting High Quality Teachers and Principals: Teacher and Principal Training and Recruiting Fund
- Title III, Part A Language Instruction for English Learners and Immigrant Students
- Title IV, Part A Student Support and Academic Enrichment Grants

**Background Summary:**

Notification to the public is accomplished through this announcement, through postings on the school division's Internet site, and through a media release from the Department of Communications and Community Engagement. Attached for additional information are the anticipated application amounts along with a brief summary of each federal grant program.

**Source:**

*Elementary and Secondary Education Act of 1965 (ESEA)*, as Amended by the *Every Student Succeeds Act of 2015 (ESSA)*, Public Law 114-95

**Budget Impact:**

Each grant that is funded will provide revenues for additional resources for schools and the division.

## Intent to Apply for Federal Grants for SY 2021-2022

Name	Description	Anticipated Funding Level
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (LEA)	\$11,301,309
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk	\$264,581
Title II, Part A	Supporting Effective Instruction	\$1,520,997
Title III, Part A	Language Instruction for English Learners and Immigrant Students	\$183,462
Title IV, Part A	Student Support and Academic Enrichment Grants	\$939,072
	<b>Total</b>	<b>\$14,209,421</b>

### **Title I, Part A – Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)**

Title I, Part A, provides supplemental educational services for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. Title I of ESEA provides financial assistance to support instructional programs in school divisions and schools with high numbers or percentages of low-income students to ensure that all children meet challenging content and achievement standards. Title I also authorizes federal grant programs that provide funds for services to migrant children and services to neglected and delinquent children.

### **Title I, Part D – Improving the Academic Achievement of the Disadvantaged: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk**

Title I, Part D, Subpart 2, provides financial assistance to locally operated correctional facilities for educational services to neglected and delinquent children and youth in locally operated correctional facilities and to other at-risk populations to prepare them for secondary school completion, training, employment, and further education.

### **Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals: Supporting Effective Instruction for Both Public and Private Schools**

The purpose of Title II, Part A, is to: (1) increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

### **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students**

The purpose of Title III, Part A, is to ensure that students who are English learners (ELs), including immigrant children and youth, develop English language proficiency and meet the same challenging State academic content and academic achievement standards that other children are expected to meet.

### **Title IV, Part A – 21<sup>st</sup> Century Schools: Student Support and Academic Enrichment Grants**

The purpose of the Title IV, Part A, is to improve students' academic achievement by increasing the capacity of divisions to:

- (1) Provide all students access to a well-rounded education
- (2) Improve school conditions for learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital access for all students.

**Warning.**  
Enable macros if  
indicated

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title I, Part A, Improving Basic Programs**

Due by: **July 1, 2021**  
**2021-2022**

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools  
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
	Print All Tabs Below
	Budget Check
	Narrative
	Budget Summary
	Transferability
	GEPA
	Program Requirements
	35% and Above Low-Income
	Below 35% Low-Income
	Private School
	School Improvement
	Skipped School Provision
	Neglected
	Homeless
	Early Childhood
	Expenditure Descriptions
	General Assurances
	Program Specific Assurances

**Print Reports**  
Select the tabs to print.  
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Coordination of Services (Narrative Tab)	
Effective Transitions (Narrative Tab)	
Reduction of Exclusionary Practices (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget Summary	
Detailed Budget Breakdown (Budget Summary Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
General Education Provisions Act (GEPA)	
Student Eligibility Criteria (Program Requirements Tab)	
New Schoolwide Schools (Program Requirements Tab)	
Targeted Assistance Programs (Program Requirements Tab)	
Improvement Plan Requirements (Program Requirements Tab)	
Maintenance of Effort (Program Requirements Tab)	
Eligible Attendance Areas (Program Requirements Tab)	
Set-Asides for Divisions (35% and Above Low-Income)	
Set-Asides for Divisions (Below 35% Low-Income Tab)	
Private School	
School Improvement	
Skipped School Provision	
Neglected	
Homeless	
Early Childhood	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title I, Part A, Improving Basic Programs**

2021-2022

Autocalculated Budget Check

**Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated the budgets are balanced.**

School Division: Va Beach City Public Schools  
Division Number: 128

**Budget Summary Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	

**Detailed Budget Breakdown**

	Does the Detailed Budget Breakdown Match the Total Allocation?	
--	----------------------------------------------------------------	--

**Transferability Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

**Detailed Budget Breakdown**

	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	
--	------------------------------------------------------------------------------------------	--



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

A. COVER PAGE  
Title I, Part A, Improving Basic Programs

2021-2022  
Individual Program Application

Due by July 01, 2021

Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Place an "X" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision:
	Revision # <input type="text"/>
	Date: <input type="text"/>
<input type="checkbox"/>	Explain
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
<input type="checkbox"/>	Explain

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title I, Part A, Coordinator:	
Va Beach City Public Schools	128	Laura E. Silverman	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1450	Ext: <input type="text"/>
	Email:		
2512 George Mason Drive, Virginia Beach, VA 23456	laura.silverman@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be emailed to ESSA@doe.virginia.gov.

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 8, 2021 .

\_\_\_\_\_  
Superintendent's Signature  
\_\_\_\_\_  
Aaron C. Spence Ed.D  
\_\_\_\_\_  
Superintendent's Name  
\_\_\_\_\_  
June 8, 2021  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature  
\_\_\_\_\_  
Carolyn T. Rye  
\_\_\_\_\_  
Board Chairperson's Name  
\_\_\_\_\_  
June 8, 2021  
\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds:** Applications for Federal Funds are due by July 01, 2021. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2021, the electronic application must be received at the Virginia Department of Education by July 01, 2021, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

**APPLICATION INFORMATION**

2020-2021 Allocation	2020-2021 Consolidated Yes or No	ELIGIBLE PROGRAM	2021-2022 Allocation Total
11,301,308.61	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	11,301,308.61
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation</b>	<b>11,301,308.61</b>

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted.

Transfer Request Form

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00



**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
9.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

**B. PROGRAM OVERVIEW (3 PAGES)**

In narrative format:

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by:

- a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- b. identifying students who may be at risk for academic failure;
- c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

1.	Describe the division's instructional program as supported by the federal grant. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.
<p>In Virginia Beach City Public Schools (VBCPS), the Department of Teaching and Learning provides a comprehensive continuum of rigorous, authentic curricula and assessments while supporting differentiated instruction focused on equity and excellence for all learners. The VBCPS curriculum is aligned to the Virginia SOLs in order to meet annual measurable objectives in English, mathematics, science and history. The Title I, Part A, program is designed to provide additional support for students in pre-kindergarten through eighth grade using the small group intervention model for literacy, mathematics and science and to provide support to classroom teachers using the coaching model. Title I, Part A, funds will support the schoolwide model in seventeen schools in 2021-2022. The overarching focus of the seventeen schools will be literacy and mathematics; however, schools may utilize school Title I funds to support science, history, art and music when noted as a part of their VBCPS Plan for Continuous Improvement and Title I, Part A, Schoolwide Plan. Schools may also select to enhance the curriculum by providing opportunities for students to work in the area of STEM (may include, but not limited to coding activities) as well as social emotional learning.</p> <p>Title I schools were identified using low-income data and two grade spans, PK/K-5 and 6-8. Title I, Part A, funds are used to supplement the VBCPS instructional program. The Title I team supplements the curricular and instructional work of the division and, as integral members of the Department of Teaching and Learning, works closely with the coordinators and instructional specialists to ensure alignment with the VBCPS objectives and to provide support to supplement student achievement. Data collected from the PALS, Reading Inventory (RI), Achieve 3000, SOLs, schoolwide and division assessments, classroom observations/learning walks and school support meetings are used to identify professional development, resources, supports, and interventions that will be funded by the Title I, Part A, grant. Schools will specifically identify needs and how they will use their school funds as outlined in their Title I Schoolwide Plans. Student and school data is collected and analyzed by school leadership teams in collaboration with division and Title I staff to identify needs, goals/strategies for improvement, budget implications, and evaluation methods to measure effectiveness and growth. Division Title I, Part A, funds may be used to support division Title I programs based on needs identified, such as Title I Summer Learning Camp instructional programs, Title I STEM camp, etc.</p>	

**B. PROGRAM OVERVIEW (CONTINUED)**

2.	Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed.
<p>The Title I team collaborates with the Department of Planning, Innovation and Accountability to receive and review division wide data for Title I schools. The data points for each school are used to determine patterns of growth and areas of need. The Standards of Learning (SOL) scores and data analysis of the Student Performance by Question provide valuable information as the Title I team works with schools to develop a Plan for Continuous Improvement (PCI) for the school division and Title I Schoolwide Plan. The PCI and Title I Schoolwide Plan outline the needs of students and the goals and strategies included in the documents become the driving force for schools to plan their Title I budget. Data collected from the PALS, Reading Inventory (RI), Achieve3000, SOLs, schoolwide and division assessments, student report cards, classroom observations, stakeholder surveys, discipline and attendance data and school support meetings are used to identify professional development, resources and interventions that will be funded by the Title I, Part A, grant. The different data points are collected for each school and included in component 1 (needs assessment) of the schoolwide plans. In addition, during the 2020-2021 school year, the VBCPS Department of School Leadership held school support meetings for all schools in the division. During these meetings, school administrators shared schoolwide data along with areas of strengths and weaknesses to further determine schools' needs. Discussions also included a review of the data collected from classroom learning walks. The Title I team participated in these meetings to review and analyze data as well as to discuss the effectiveness of Title I budget implications and make plans for future ways to use funds in a meaningful way.</p>	
3.	Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment.
<p>(1) Reading: Small group instruction includes targeted assessments, data analysis to identify specific strategies for student needs and guided writing. Instruction focuses on the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension using strategic actions. Literacy workstations are implemented to provide students with authentic learning tasks. Imagine Learning instructional software is used to as an additional program resource on top of individualized language and literacy instruction. The software focuses on oral language, academic vocabulary, and instruction in the five essential components of reading. (2) Mathematics: Small group math instruction provides teachers with a format that is flexible in order to meet the diverse needs of their students. This format focuses on conceptual understanding, problem solving ability and computational fluency. Mathematics workstations are implemented to provide students with authentic and meaningful tasks to engage with problem solving and computational practice. (3) Instructional Coaching is implemented to build teacher capacity in the areas of literacy and numeracy with pre-conferencing, co-planning, co-teaching, modeling, data analysis and post-conferencing. The focus for each teacher is differentiated based on professional growth areas and student needs.</p>	

**B. PROGRAM OVERVIEW (CONTINUED)**

4.	For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, including: personnel, activities, stipends etc.
<p>Each Title I school selects a staff member to act as a family engagement (FE) liaison, who coordinates the school FE events and receives training with a focus on engaging families. Two parents from each school serve on the Title I Family Review Committee. The Title I Family Review Committee reviews the upcoming application and Division FE Policy and provides input. Administrators work with the FE liaison, School Planning Council and teachers to develop a school FE plan and budget. The plan is made available both in hard copy and on the school's website for all families to view. All FE events must focus on providing parents with the knowledge/resources to support their child at home in areas identified as a need in the Title I Schoolwide Plan. Teachers are also provided with strategies for collaborating with families. Translation and interpretation services are made available to families who speak different languages to enhance inclusivity and participation.</p> <p>Family engagement supports also include the Title I Build a Home Library program. Families receive books throughout the year. This includes but is not limited to per-kindergarten and kindergarten readiness packs, social emotional focused books (quarterly), summer reading packs, etc. Parents also receive strategies/tips for working with their child at home and are invited to attend family engagement events throughout the year focused on building the skills in different areas (literacy, mathematics, science, social studies, social emotional skills, transitions, etc.). Manipulatives and other instructional materials are also provided to families to enhance learning opportunities in the home environment.</p>	

**C. COORDINATION OF SERVICES**

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.
<p>The VBCPS Title I team works strategically with various departments/offices to provide an effective Title I program in eligible elementary and middle schools. The Title I team is assigned to the Department of Teaching and Learning and works in partnership with stakeholders to ensure supplemental services are aligned with federal, state, and local expectations to support Title I schools. The Title I director, coordinator, instructional specialists, and resource teachers work with colleagues to provide meaningful professional development and instructional support including multiple forms of coaching. The Title I team collaborates with various division departments and offices, including, but not limited to, the Departments of School Leadership, Technology, Human Resources, Budget and Finance, Communication and Community Engagement, Transportation and the Office of Programs for Exceptional Children, to provide strategic support to the Title I schools. Title I staff work with the division's homeless liaison to provide supplemental support through funding a social worker, tutoring, transportation, and supplies. Also, the Title I staff work with the Title III office to ensure cohesive alignment and supports are offered to English Language Learners and their families in Title I schools.</p> <p>The Title I Saplings program is a collaboration between Title I and the Gifted Services coordinators and instructional specialists and provides students opportunities to explore outside the classroom with trips to places like the Chrysler Museum. To ensure smooth entry into kindergarten, the school division has procedures in place for preschool children to transition from early childhood programs. The Title I/PreK team works collaboratively with the GrowSmart team and also work with the Virginia Preschool Initiative. The Title I director works with VBCPS staff and other community members, ranging from local preschool directors to military support personnel, who provide educational suggestions and support for preschool readiness, family engagement and instructional alignment. Title I, Part A, also supports a Reading Bus for children ages two to five and their parents to participate in engaging and interactive early literacy activities. Title I has an MOA with Virginia Beach City's Headstart program.</p>

**D. EFFECTIVE TRANSITIONS**

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

VBCPS facilitates effective transitions for students from middle grades to high school and from high school to postsecondary education through comprehensive school counseling programs at all secondary schools which afford students the opportunity to complete career interest inventories along with academic and career plans and career/coursework advisement. Additionally, the school division conducts programs designed to address transitions and coordinates efforts with local business owners, institutions of higher education, and local organizations. Furthermore, VBCPS works intentionally to increase student access to Advanced Placement, International Baccalaureate, dual and concurrent enrollment, as well as technical and career education coursework. VBCPS also uses the National Math Science Initiative (NMSI) college readiness program. NMSI is a grant awarded to VBCPS to assist with raising the academic bar in Math, Science and English in high schools through teacher training, student tutoring and advanced placement exam cost assistance. The program's goal is to increase access and success in rigorous coursework to support college and career readiness. VBCPS has secured the services of Equal Opportunity Schools (EOS) to work with six high schools to ensure students of all backgrounds have equal access to America's most academically intense high school programs and to ensure that all students have opportunities to succeed at the highest levels.

**E. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES**

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

In support of our division's strategic plan, VBCPS provides multi-tiered systems of supports for students to reduce the discipline practices that remove students from the classroom. Staff are trained on proactive approaches to teaching expected behaviors, conflict remediation and the culturally responsive classroom. Disaggregated discipline data is reviewed by central office staff, administrators, and school leadership teams to identify trends and develop actionable responses. In addition, staff from the Office of Student Support Services are assigned to each school to support in the process. They collaborate with a team selected by administration to implement proactive strategies to meet the needs of all learners, support efforts to reduce discipline data, and strategically identify areas of need and actionable steps.

**F. MEASURABLE OBJECTIVES**

What is a Measurable Objective?

**A measurable objective has four components:**

- a) **Subject** (Who is the target or focus?);
- b) **Behavior** (What will be changed/improved?);
- c) **Specific criteria for assessing** improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- d) **Time period** for performance or assessment.

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:

The Family Engagement participation average at schoolwide events will increase by ten percent from the previous school year's participation average during the 2021-2022 school year following implementation of division and school initiatives. The attendance sign in sheets at each family engagement will serve as the documentation to measure if schools have attained measurable objective 1.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

A) Division-level professional development for school staff will be provided by the Title I team. B) Each Title I school will identify a family engagement liaison. C) Title I schools will develop, implement, and monitor a schoolwide family engagement plan. D) Family Engagement Policies will be co-written by parents and teachers at each Title I school. E) Title I schools will hold an annual Title I meeting with parents to share information about programs and receive input. F) Title I schools will identify two parents for the Title I Family Review Committee. Throughout the school year, the Title I Family Review Committee will meet to review resources and supports available to students and/or families as well as to facilitate a discussion of the current and future federal programming and spending. G) Family Engagement events at each school will focus on providing instructional knowledge and resources to parents related to the needs of students as outlined in schoolwide plans. H) Schools will analyze their attendance data for each event and make note of lessons learned and next steps. I) At-home reading materials to support the Build a Home Library initiative will be provided to all families with tips for reading at home. J) Additional instructional supplies will be provided to students to use with their families in the home setting to continue learning.

Measurable Objective 2:

85% or higher of Title I students in grades K-2 will meet grade level summed score benchmark on the PALS assessment by June 2022. 85% or higher of Title I students in grades 3-5 will meet or exceed grade level expectations on the Reading Inventory (RI) by June 2022.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Different data points reveal a need in the area of classroom Tier I instruction. In addition, Tier II and III instruction is required for specific students. A) Title I reading teachers will support classroom teachers through the Instructional Coaching model. The Instructional Coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. B) Title I reading teachers will work with students in small groups to provide focused remediation instruction for Tier II and III students. C) Trained tutors will provide support for Tier II and III students using student data. D) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences in and outside of the division (including but not limited to the Science of Reading and LETRS training). E) The Imagine Learning computer-based program will be used in grades kindergarten through third. F) Professional development and coaching will be provided for Title I reading teachers by the Department of Teaching and Learning curriculum team and Title I team. G) Title I reading teachers, specialists, and teachers will use diagnostic, formative, and summative assessments to identify student strengths and weaknesses and plan data-driven small group instruction to include phonics and phonemic awareness.

**F. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 3:**

By June of 2022, 80% or higher of Title I students will earn a Proficient or Advanced Proficient grade in "number sense" strand of the fourth quarter student report card.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

A) Title I mathematics specialists/coaches will support classroom teachers through the Instructional Coaching model. B) The Instructional Coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. C) Title I mathematics specialists/coaches will work with students in small groups to provide focused remediation instruction. D) Trained tutors will provide support for Tier II and III students using student data to inform instruction. E) Relevant professional development to support mathematics instruction will be provided through coaching and professional conferences in and outside of the division. F) Professional development will be provided for Title I mathematics specialists/coaches through monthly planning sessions, division coordinators and instructional specialists and professional consultants. G) The Guided Math model will be used to target student needs during mathematics instruction. H) Multiple methods of instruction will be used to enhance number sense (i.e. number talks, exemplars, math congress, 3-act-tasks, etc.). I) The Imagine Learning Math Facts computer-based program will be used in grades third through eighth as an additional resource.

**Measurable Objective 4:**

By June of 2022, 85% or higher of Title I students will earn a Proficient or Advanced Proficient grade on the "citizenship" strand of the fourth quarter student report card.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

jeff

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

Empty space for Measurable Objective 5
----------------------------------------

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Objective 5
------------------------------------------------------------------

Measurable Objective 6:

Empty space for Measurable Objective 6
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Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Objective 6
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**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:

Empty space for Measurable Objective 7
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Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Objective 7
------------------------------------------------------------------

Measurable Objective 8:

Empty space for Measurable Objective 8
----------------------------------------

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Objective 8
------------------------------------------------------------------

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 9:

Empty space for Measurable Objective 9
----------------------------------------

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Measurable Objective 9
-----------------------------------------------------------------------------

Measurable Objective 10:

Empty space for Measurable Objective 10
-----------------------------------------

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Empty space for Evidence-based research services for Measurable Objective 10
------------------------------------------------------------------------------

**G. BUDGET SUMMARY**

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

		<b>Title I, Part A</b> <b>Budget for 2021-2022</b> <b>Award: S010A210046</b> <b>Project Code: APE42901</b>	
		Allocation:	11,301,308.61
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	4,153,254.16	
	Set-Aside	2,958,277.80	
	Parent and Family Engagement Set-Aside	63,000.00	
	Private School Set-Aside	0.00	
	<b>Total Personal Services</b>	<b>7,174,531.96</b>	
2000 - Employee Benefits	Non Set-Aside	1,585,766.95	
	Set-Aside	1,044,361.70	
	Parent and Family Engagement Set-Aside	4,819.50	
	Private School Set-Aside	0.00	
	<b>Total Employee Benefits</b>	<b>2,634,948.15</b>	
3000 - Purchased/Contracted Services	Non Set-Aside	105,419.00	
	Set-Aside	479,646.10	
	Parent and Family Engagement Set-Aside	24,201.08	
	Private School Set-Aside	0.00	
	<b>Total Purchased/Contracted Services</b>	<b>609,266.18</b>	
4000 - Internal Services	Non Set-Aside	0.00	
	Set-Aside	31,750.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	<b>Total Internal Services</b>	<b>31,750.00</b>	
5000 - Other Charges	Non Set-Aside	10,000.00	
	Set-Aside	295,632.77	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	<b>Total Other Charges</b>	<b>305,632.77</b>	
6000 - Materials and Supplies	Non Set-Aside	253,389.46	
	Set-Aside	116,650.00	
	Parent and Family Engagement Set-Aside	175,140.09	
	Private School Set-Aside	0.00	
	<b>Total Materials and Supplies</b>	<b>545,179.55</b>	
8000 - Capital Outlay	Non Set-Aside		
	Set-Aside		
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Capital Outlay</b>	<b>0.00</b>	
<b>TOTAL BUDGET</b>		<b>11,301,308.61</b>	
<b>TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE</b>		<b>267,160.67</b>	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>	
<b>DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?</b>		Yes	Difference <b>0.00</b>

**H. DETAILED BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

Does the Detailed Budget Breakdown Match the Total Allocation?

Yes

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2020-2021) funds in your narrative and indicate how much prior year funding is being used for those positions.

**Required if staff positions are to be funded by federal funds.**

Title I, Part A, funds will be used to support division and school allocations. Division allocations include the Title I director and 4 specialists/coordinator who oversee the Title I program, an office associate, a social worker for homeless support, Title I Resource teacher, Pre-K instructional specialist, Pre-K resource teachers, Pre-K family engagement specialists, a Pre-K office associate, behavior intervention teachers & assistants, an ESL teacher, & a data analyst. Additional positions include tutors/interventionists to support tier II/III & homeless students, Reading Bus staff (support children ages 2-5), & a clerical support person. Title I, Part A, funds provide stipends for FE liaisons, Title I grade chairs, & summer program coordinators; bus drivers for field trips, tutoring, summer programs & homeless; workshop pay for professional learning (PL) outside the school day, including STEM and Summer Learning Camp programs; staff for summer programs, including teachers, counselors, instructional administrative assistants, teacher assistants, custodians and nurses; substitutes for teachers out for PL. Title I, Part A, also funds Title I teachers' sick/personal leave.

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Set Aside Category	FTEs	Total Cost
Director, 4 Spec/Coord. (\$443,726.52) Assoc. (\$49,324.72), Analyst	Division	7.0	549,286.24
Interventionists	Division		180,320.80
Workshop Pay: Saplings Program and Staff Training	Division		20,000.00
3 Behavior Teachers (\$167,393.70), 1 ESL Teacher (\$64,854.56)	Division	4.0	232,248.26
School-based counselor salary differential	Division		26,973.77
STEM/Summer Learning Camp	Division		281,000.00
Bus Drivers: division field trips, tutoring, and summer programs	Division		40,000.00
Substitutes: division Professional Learning and FTE sick and personal	Division		35,000.00
School-based Specialist/Teachers Salary Differential	Division		752,218.49
(PI) 2 Family Engagement Specialists - 1 Pre-K Instructional Specialist	Early Childhood	3.0	212,967.52
4 Pre-K Resource (\$292,011.41) 1 PreK Behavior Teacher (\$68,484.38)	Early Childhood	5.0	360,495.79
3 Pre-K Behavior Teacher Assistants	Early Childhood	3.0	58,152.06
1 Title I Resource Teacher	Division	1.0	53,080.95
1 Office Associate	Early Childhood	1.0	41,933.78
School-based Instructional Admin Assistants Differential	Division		40,572.64
School-based Teacher Assistant Salary Differential	Division		8,232.50
Homeless Liaison (\$53,295.00);Tutors (\$11,000); Bus (\$1,500)	Homeless	1.0	65,795.00
(PI) Reading Bus and clerical support	PFE (Division)		46,000.00
(School) Instructional Admin Assistants		4.0	197,968.76
(School) 8 Teacher Assistants		8.0	157,767.76
(School) School-based Specialists/Teachers		60.4	2,989,328.28
(School) School-based Counselors - 8 ES, 1 MS		9.0	445,429.80
(School) Workshops (\$30,000), Tutors (\$261,827.63)			291,827.63
(School) Substitutes: Professional Learning			55,631.93
(School) Stipends: Title I Chair			15,300.00
(School) (PI) Stipends: Family Engagement Liaison	PFE (School Level)		17,000.00
Total for Object Code:		106.4	7,174,531.96

FICA 7.65% ; VRS 16.62% ; RHIC 1.21% ; HEALTH Rates fluctuate based on employee benefit elections LIFE 1.34%

[illegible]





### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, wireless phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Title I, Part A, funds will be used for local travel for the director of Title I programs, specialists/coordinator, resource teachers, office associates, clerical support, Reading Bus, behavior interventionists/TAs, and select instructional staff. Local travel is needed to support schools on-site. Professional development conferences outside of the division will be a focus for division/school-level staff both in person as well as virtually. Administrators, teachers, school-based and division-based specialists, coordinators, and directors who support Title I schools are eligible to attend conferences focused on increasing professional capacity based on identified program and instructional needs. Guidelines have been established to ensure all learning from PD is shared. Suggested conferences and/or events supported by the following organizations will be, but are not limited to, National ESEA Conference, Virginia State Reading Association, National Council of Teachers of Mathematics, International Literacy Association, VASCD, ASCD, Visible Learning, Learning Forward, VAPEPA, NAEPNA, NCTE, Virginia Beach Reading Council, ISTE, VSTTE and Coordinators' Academy. Funds will be used to support local travel expenses for Pre-K instructional and administrative staff. Pre-K professional development conferences outside of the division for Pre-K support team and teachers will also be funded (VAEEYC, etc).

[illegible]



### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

The following resources will be needed to implement and maintain the Title I programs: supplies for homeless and neglected students to support each student during and outside of the instructional day; supplies for the Reading Bus activities and books for students and their families; instructional supplies for division-sponsored programs and events; books for the Build a Home Library program (books are given for PreK/Kindergarten readiness as students register for school, each student receives a book each quarter focused on social emotional themes, and students receive self-selected books for summer reading); food purchases from outside vendors for family engagement events. Administrative office supplies to support the administrative team and purchases for PreK instructional, administrative, and family engagement will be made. Schools will make resource purchases based on approved schoolwide plans. Various items may include, but are not limited to, makerspace materials, coding items, books for literacy instruction, manipulatives for math instruction, classroom technology and related supplies, family engagement instructional supplies, and virtual reality items to support the Virginia Beach City Public Schools curriculum.

[illegible]



**I. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A210044 Project Coe APE61481		Title IV, Part A, Transferability Award S424A210048 Project Code APE60019	
		0.00		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM			DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Personnel Services</b>	<b>0.00</b>	<b>0.00</b>		Yes
2000 - Employee Benefits	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Employee Benefits</b>	<b>0.00</b>	<b>0.00</b>		Yes
3000 - Purchased/Contracted Services	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Purchased/Contracted Services</b>	<b>0.00</b>	<b>0.00</b>		Yes
4000 - Internal Services	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>		Yes
5000 - Other Charges	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Other Charges</b>	<b>0.00</b>	<b>0.00</b>		Yes
6000 - Materials and Supplies	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Materials and Supplies</b>	<b>0.00</b>	<b>0.00</b>		Yes
8000 - Capital Outlay	Non Set-Aside	0.00			
	Set-Aside	0.00			
	Parent and Family Engagement Set-Aside	0.00			
	Private School Set-Aside	0.00			
	<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>		Yes
<b>TOTAL BUDGET</b>		<b>0.00</b>	<b>0.00</b>		
<b>TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE</b>		<b>0.00</b>	<b>0.00</b>		
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>	<b>0.00</b>		
<b>DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?</b>		Yes		Difference	0.00

















**K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and treatment for all students, families, employees, and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant as well as will offer interpreters as needed. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed, and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS.

The Title I staff ensures equitable access for all Title I students to the programs funded through the Title I, Part A, grant. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in programs in the school division.

**L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS**

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

Virginia Beach City Public Schools does not have any targeted assistance schools

**M. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2021-2022**

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of ESEA Programs for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2021-2022:

Virginia Beach City Public Schools does not have any new schoolwide programs for 2021-2022.

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

Virginia Beach City Public Schools did not apply for a schoolwide waiver.

Was the waiver granted by the SEA?

Yes

No

**N. TARGETED ASSISTANCE PROGRAMS**

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for 2021-2022 school year.		
Staff Category	Staff FTE 2021-2022	Percentage Qualified 2021-2022
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)		
Clerical support staff		
Administrators (nonclerical)		

**SCHOOLWIDE PROGRAMS**

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.		
	Paraprofessionals FTE 2021-2022	Percentage Qualified 2021-2022
Paraprofessionals	250.9	100%

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Virginia Beach City Public Schools does not hire out-of-field teachers.

In some instances, the division provides financial incentives for new teacher hires in critical shortage areas in schools in need of support. This allows the division to attract effective and experienced teacher candidates. Special staffing considerations and allowances are given to principals at these schools. The division also provides robust mentorship and professional development programs for teachers.

Teachers and administrators work collaboratively using the teacher evaluation system to address needs for improvement and performance concerns. The division provides a wide range of resources to support teacher growth and development and to address ineffective practices. The Department of Teaching and Learning and Office of Professional Growth and Innovation play vital roles.

**O. IMPROVEMENT PLAN REQUIREMENTS****X**

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

**P. TITLE I, PART A, MAINTENANCE OF EFFORT****Average Per Pupil Expenditure from Non-Federal Funds:**

(A) For FY Ending June 30, 2019

\$11,466.00

(B) For FY Ending June 30, 2020

\$11,538.00

**Q. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS****SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")****X**

Free/Reduced Lunch/Household Applications

Temporary Assistance for Needy Families (TANF)

**ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")****Rank by:****X**

Grade-Span Ranking - select the Grade Span(s) you are serving below

**Grade Span(s) Served:**

PK - 05

First Grade Span

Second Grade Span, if applicable

06 - 08

**X**

CEP

Children Eligible for Medicaid

Most Recent U. S. Census Bureau Information

Rank Order

Division Average

**PRIVATE SCHOOL MEMBERSHIP**

Is your school division in the Bypass for Private Schools?

**X**

Yes

No

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes

No

No Private Schools

**ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)**  
**After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.**

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
Seatack Elementary an Achievable Dream Academy	KG - 05	435		297	297	Yes	Yes	435	100.0%
Newtown Elementary	02 - 03	442		276	276	Yes	Yes	442	99.9%
Parkway Elementary	PK - 05	454		281	281	Yes	Yes	450	99.0%
Diamond Springs Elementary	PK - 01	584		349	349	Yes	Yes	558	95.6%
College Park Elementary	PK - 05	517		291	291	Yes	Yes	466	90.1%
Williams Elementary	04 - 05	489		269	269	Yes	Yes	430	88.0%
Bayside 6th Grade Campus	06 - 06	411		222	222	Yes	Yes	355	86.4%
Bayside Middle	06 - 08	734		386	386	Yes	Yes	618	84.1%
Lynnhaven Elementary	PK - 05	425		218	218	Yes	Yes	349	82.1%
Holland Elementary	PK - 05	564		280	280	Yes	Yes	448	79.4%
Rosemont Elementary	PK - 05	424		202	202	Yes	Yes	323	76.2%
Point O' View Elementary	KG - 05	756		348	348	Yes	Yes	557	73.7%
Birdneck Elementary	PK - 05	655		461	461			461	70.4%
Luxford Elementary	PK - 05	516		222	222	Yes	Yes	355	68.8%
Bayside Elementary	PK - 05	554		238	238	Yes	Yes	381	68.7%
Green Run Elementary	KG - 05	385		258	258			258	67.0%
Brookwood Elementary	KG - 05	575		357	357			357	62.1%
Green Run High	09 - 12	1275		783	783			783	61.4%
White Oaks Elementary	PK - 05	627		379	379			379	60.4%
Windsor Oaks Elementary	KG - 05	555		327	327			327	58.9%
Larkspur Middle	06 - 08	1609		945	945			945	58.7%
Pembroke Elementary	KG - 05	545		313	313			313	57.4%
Bayside High	09 - 12	1780		1020	1,020			1,020	57.3%
Thalia Elementary	KG - 05	562		303	303			303	53.9%
Arrowhead Elementary	PK - 05	551		293	293			293	53.2%
Windsor Woods Elementary	PK - 05	460		243	243			243	52.8%
Kempsville Meadows Elementary	PK - 05	503		253	253			253	50.3%
W. T. Cooke Elementary	PK - 05	534		264	264			264	49.4%
Corporate Landing Elementary	KG - 05	501		245	245			245	48.9%
Corporate Landing Middle	06 - 08	1169		567	567			567	48.5%
Plaza Middle	06 - 08	1022		495	495			495	48.4%
Lynnhaven Middle	06 - 08	958		463	463			463	48.3%
Brandon Middle	06 - 08	1171		556	556			556	47.5%
King's Grant Elementary	KG - 05	573		270	270			270	47.1%
Malibu Elementary	PK - 05	378		178	178			178	47.1%
Pembroke Meadows Elementary	PK - 05	539		250	250			250	46.4%
Green Run Collegiate	09 - 12	359		166	166			166	46.2%
Woodstock Elementary	KG - 05	708		323	323			323	45.6%
Tallwood Elementary	KG - 05	632		287	287			287	45.4%
Independence Middle	06 - 08	1280		581	581			581	45.4%
Shelton Park Elementary	PK - 05	438		193	193			193	44.1%
Alanton Elementary	KG - 05	664		292	292			292	44.0%
Virginia Beach Middle	06 - 08	753		330	330			330	43.8%
Hermitage Elementary	KG - 05	607		266	266			266	43.8%
Indian Lakes Elementary	KG - 05	617		267	267			267	43.3%
Tallwood High	09 - 12	1873		799	799			799	42.7%
Landstown Elementary	KG - 05	861		365	365			365	42.4%
Linkhorn Park Elementary	PK - 05	579		244	244			244	42.1%
Salem Elementary	PK - 05	505		210	210			210	41.6%
Landstown Middle	06 - 08	1419		584	584			584	41.2%
Kempsville High	09 - 12	1724		706	706			706	41.0%
Glenwood Elementary	PK - 05	1027		418	418			418	40.7%
Providence Elementary	PK - 05	599		234	234			234	39.1%
Fairfield Elementary	KG - 05	576		220	220			220	38.2%
Kempsville Middle	06 - 08	767		292	292			292	38.1%
Salem Middle	06 - 08	1098		416	416			416	37.9%
Kempsville Elementary	PK - 05	492		182	182			182	37.0%
Landstown High	09 - 12	2179		797	797			797	36.6%
Salem High	09 - 12	1711		625	625			625	36.5%
First Colonial High	09 - 12	1773		602	602			602	34.0%
Ocean Lakes Elementary	PK - 05	610		204	204			204	33.4%
Christopher Farms Elementary	PK - 05	690		224	224			224	32.5%
Princess Anne High	09 - 12	1750		560	560			560	32.0%
Great Neck Middle	06 - 08	1094		341	341			341	31.2%
Rosemont Forest Elementary	KG - 05	528		162	162			162	30.7%
Ocean Lakes High	09 - 12	1992		588	588			588	29.5%
Centerville Elementary	KG - 05	726		206	206			206	28.4%
Trantwood Elementary	PK - 05	528		136	136			136	25.8%
Creeds Elementary	KG - 05	324		82	82			82	25.3%
Frank W. Cox High	09 - 12	1721		428	428			428	24.9%
New Castle Elementary	KG - 05	799		191	191			191	23.9%
Thoroughgood Elementary	KG - 05	674		130	130			130	19.3%
Strawbridge Elementary	KG - 05	681		131	131			131	19.2%
John B. Dey Elementary	KG - 05	788		149	149			149	18.9%
Three Oaks Elementary	PK - 05	718		111	111			111	15.5%
Princess Anne Middle	06 - 08	1387		210	210			210	15.1%
Red Mill Elementary	KG - 05	650		93	93			93	14.3%
North Landing Elementary	KG - 05	465		66	66			66	14.2%
Floyd Kellam High	09 - 12	1950		252	252			252	12.9%

\*For more information on the Community Eligibility Provision (CEP), refer to the Eligible Attendance Areas section of the Application Guidelines, Instructions, and Assurances.





[illegible]

Divisionwide Average	43.1%
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**Grade Span Averages**

<b>Grade Spans</b>	<b>Grade Span Average</b>
PK - PK	
PK - KG	
PK - 01	95.6%
PK - 02	
PK - 03	
PK - 04	
PK - 05	52.2%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	39.1%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	88.0%
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	86.4%
06 - 07	
06 - 08	44.2%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	36.5%
10 - 12	
11 - 12	

**R. REQUIRED AND ALLOWABLE SET-ASIDES FOR DIVISIONS OPERATING TITLE I, PART A, BASIC PROGRAMS**

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Comprehensive Support and Improvement and Targeted Support and Improvement)		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			565,065.43
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted	0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personal Services - Nonsalary Differential		1,390,936.25
	(1000) Personal Services - Salary Differential		827,997.40
	(2000) Employee Benefits - Non-Differential		459,903.53
	(2000) Employee Benefits - Differential		830,227.56
	(3000) Purchased/Contracted Services		467,446.10
	(4000) Internal Services		30,000.00
	(5000) Other Charges		277,632.77
	(6000) Materials and Supplies		86,000.00
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Budget (Personnel and Program)		1,008,085.04
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		0.00
	Additional Private School Funds		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)		0.00	
	Amount of school division allocation ESEA funds (from Page 2):	11,301,308.61	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	113,013.09	113,013.09
	90 percent of 1 percent must be used at the school level	101,711.78	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	11,301.31	
	Additional Parent and Family Engagement Funds	154,497.58	
	Has the required parent and family engagement set aside been met?	Yes	
Homeless (as necessary based on needs identified on homeless tab, question 2)			87,144.97
Foster Care (as necessary)			0.00
Neglected/Delinquent (as necessary)			2,000.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			5,734,884.29

2021-2022					School Division: Va Beach City Public Schools					Division Number: 128					Title I, Part A, Improving Basic Programs				
TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS										Low-Income Factor 35 percent and Above									
A.					B.														
Division's Title I Allocation :					11,301,308.61	*PER PUPIL EXPENDITURE CALCULATION													
Minus Set-Asides (if applicable):					5,734,884.29	Step 1:		5,566,424.32		7,242.20		=	768.6						
Amount for Distribution to Schools:					5,566,424.32	Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served		Per Pupil Expenditure (PPE)									
Divisionwide Average From Low-Income Families					0.430816252														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)					
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Number of Title I, Part A FTE Teachers funded with 2021-2022 funds	Number of Title I, Part A FTE Para-professionals funded with 2021-2022 funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 5566424.32 from Box A	School Reallocation Amount	School Allocation Total (Cols. 8 and 9)	Adjusted PPE					
TOTALS FOR DIVISION					73.40	8.00	0.00	7,242.20		5,566,424.32	5,566,424.32	0.00	5,566,424.32						
											Balance to Reallocate		0.00						
Seatack Elementary an Achievable Dre	Yes	KG - 05	No	Yes	5.00		0	435	100.0%	334,345.17	5,232,079.15		334,345.17	768.61					
Newtown Elementary	Yes	02 - 03	No	Yes	4.50	1.00	0	442	99.9%	339,417.99	4,892,661.16		339,417.99	768.61					
Parkway Elementary	Yes	PK - 05	No	Yes	4.50	1.00	0	450	99.0%	345,566.87	4,547,094.29		345,566.87	768.61					
Diamond Springs Elementary	Yes	PK - 01	No	Yes	6.40		0	558	95.6%	429,191.59	4,117,902.70		429,191.59	768.61					
College Park Elementary	Yes	PK - 05	No	Yes	4.50		0	466	90.1%	357,864.62	3,760,038.08		357,864.62	768.61					
Williams Elementary	Yes	04 - 05	No	Yes	4.50	1.00	0	430	88.0%	330,809.56	3,429,228.51		330,809.56	768.61					
Bayside 6th Grade Campus	Yes	06 - 06	No	Yes	3.00	1.00	0	355	86.4%	273,010.12	3,156,218.39		273,010.12	768.61					
Bayside Middle	Yes	06 - 08	No	Yes	5.00	1.00	0	618	84.1%	474,693.28	2,681,525.11		474,693.28	768.61					
Lynnhaven Elementary	Yes	PK - 05	No	Yes	4.00		0	349	82.1%	268,091.02	2,413,434.09		268,091.02	768.61					
Holland Elementary	Yes	PK - 05	No	Yes	4.50	1.00	0	448	79.4%	344,337.09	2,069,097.00		344,337.09	768.61					
Rosemont Elementary	Yes	PK - 05	No	Yes	3.00	1.00	0	323	76.2%	248,414.62	1,820,682.38		248,414.62	768.61					
Point O' View Elementary	Yes	KG - 05	No	Yes	4.50	1.00	0	557	73.7%	427,961.82	1,392,720.56		427,961.82	768.61					
Birdneck Elementary	Yes	PK - 05	No	Yes	5.50		0	461	70.4%	354,329.02	1,038,391.55		354,329.02	768.61					
Luxford Elementary	Yes	PK - 05	No	Yes	4.00		0	355	68.8%	273,010.12	765,381.42		273,010.12	768.61					
Bayside Elementary	Yes	PK - 05	No	Yes	4.00		0	381	68.7%	292,686.53	472,694.89		292,686.53	768.61					
Green Run Elementary	Yes	KG - 05	No	Yes	2.50		0	258	67.0%	198,301.27	274,393.62		198,301.27	768.61					
Brookwood Elementary	Yes	KG - 05	No	Yes	4.00		0	357	62.1%	274,393.62	0.00		274,393.62	768.61					
Green Run High		09 - 12							61.4%	0.00	0.00		0.00						
White Oaks Elementary		PK - 05							60.4%	0.00	0.00		0.00						
Windsor Oaks Elementary		KG - 05							58.9%	0.00	0.00		0.00						
Larkspur Middle		06 - 08							58.7%	0.00	0.00		0.00						
Pembroke Elementary		KG - 05							57.4%	0.00	0.00		0.00						
Bayside High		09 - 12							57.3%	0.00	0.00		0.00						
Thalia Elementary		KG - 05							53.9%	0.00	0.00		0.00						
Arrowhead Elementary		PK - 05							53.2%	0.00	0.00		0.00						
Windsor Woods Elementary		PK - 05							52.8%	0.00	0.00		0.00						
Kempsville Meadows Elementary		PK - 05							50.3%	0.00	0.00		0.00						
W.T. Cooke Elementary		PK - 05							49.4%	0.00	0.00		0.00						
Corporate Landing Elementary		KG - 05							48.9%	0.00	0.00		0.00						
Corporate Landing Middle		06 - 08							48.5%	0.00	0.00		0.00						
Plaza Middle		06 - 08							48.4%	0.00	0.00		0.00						
Lynnhaven Middle		06 - 08							48.3%	0.00	0.00		0.00						
Brandon Middle		06 - 08							47.5%	0.00	0.00		0.00						
King's Grant Elementary		KG - 05							47.1%	0.00	0.00		0.00						
Malibu Elementary		PK - 05							47.1%	0.00	0.00		0.00						
Pembroke Meadows Elementary		PK - 05							46.4%	0.00	0.00		0.00						
Green Run Collegiate		09 - 12							46.2%	0.00	0.00		0.00						
Woodstock Elementary		KG - 05							45.6%	0.00	0.00		0.00						

[illegible]





**S. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

☐

**Yes (If yes, complete the remainder of this page.)**

☐

**No (If no, it is not necessary to complete the rest of this page.)**

☒

**No (If division participated in the bypass)**

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐

Regular Mail

☐

Certified Mail

☐

Telephone Calls

☐

Meetings

☐

Visits to the Private School

☐

Other (Please specify) \_\_\_\_\_

3. Number of Public School Low-Income Children in Title I Schools 7,242.20
4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0
5. Percentage used to determine proportionate share for equitable services. 0.0000000

6. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Total Title I, Part A Allocation	11,301,308.61
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	<b>0.00</b>
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	<b>0.00</b>
Has the required private school set-aside been met? - 35% and Above Low-Income	<b>Yes</b>
Has the required private school set-aside been met? - Below 35% Low-Income	<b>Yes</b>

7. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Total Title I, Part A Transferability	0.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	<b>0.00</b>
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	<b>0.00</b>
Has the required private school set-aside been met? - 35% and Above Low-Income	<b>Yes</b>
Has the required private school set-aside been met? - Below 35% Low-Income	<b>Yes</b>



8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2021-2022 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

[illegible]

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

T. NARRATIVE: SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement
Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement
Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

**U. SKIPPED SCHOOL PROVISION**

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

Virginia Beach City Public Schools did not skip any schools.

Title I Section 1113(b)(1)(D)(i-iii):

- (i). The school meets the comparability requirements of Section 1118(c);
- (ii). The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or 1115;
- (iii). The funds expended from such other sources equal or exceed the amount that would be provided under this part.

Did the school(s) meet the criteria for skipped schools provision and the division allocates to the skipped schools the amount of funding the schools would have received were they served under Title I, Part A?

Place an "X" in the appropriate yes or no box.

☐

Yes

☐

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

**V. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH****All school divisions must complete this page.****Title I, Part D Coordinator**

Kay Thomas

Total number of children and youth who are identified as neglected (year-to-date) for 2021-2022 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

**School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.**

☐

**Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.**

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA's Title I, Part A allocation may be used:

(1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students.	
Neglected Facility Name	Location of Educational Services
Seton Youth Shelters (Girls)	Local Neglected Facility
Seton Youth Shelters (Boys)	Local Neglected Facility

**V. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH (CONTINUED)**

1.	Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.
<p>VBCPS partnered with the Title I, Part D, Subpart 2, coordinator and the identified neglected facilities within the geographic boundaries of the city. During the virtual consultation meeting, the Title I team and Neglected facilities director discussed student needs, goals, and strategies to address needs, budget implications, and methods for evaluation of effectiveness. The support will be comparable to that provided in VBCPS Title I schools. The director of Title I programs provided an overview of the Title I program and how the funds are used to support the current Title I schools. Each facility was provided with a needs assessment form to be completed prior to the meeting and submitted to Title I. The form asked the following: Describe the facility and/or population that will be served; Describe student achievement needs based on data collected at the facility; Describe your process to identify student needs; and based on the identified student achievement needs, list possible budget implications which would serve as budget implications as well as a monitoring system to assess effectiveness. It was noted that technology, instructional materials related to literacy, math, and science, and opportunities to enhance learning spaces for students were several areas to consider addressing. Intent to participate forms were completed. Staff from the Title I team are responsible for coordination in planning purchases to meet facility needs and with the procurement process in VBCPS.</p>	
2.	<p>Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:</p> <ul style="list-style-type: none"> <li>a. Describe the facility and/or population that will be served.</li> <li>b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.</li> <li>c. Describe how the funds will be distributed to benefit neglected children being served.</li> </ul>
<p>We will work with two facilities this year. Seton Youth Shelters (Boys/Girls) are short term shelter for runaway and homeless youth as well as youth in crisis between the ages of nine and seventeen with the goal of placement being family reunification and stabilization. The data analysis shows that youth face challenges in multiple domains including socioemotional, academic and life skills. The data in literacy, math, and science shows a need for academic remediation. Possible resources for school year and summer support include classroom libraries, consumable instructional supplies for students, technology, flexible seating and organizational items, and educational online programs. Also, tutors will be considered for reading and math.</p>	
3.	<p>Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.</p>
<p>The director of Title I, Part A, collaborates with the coordinator of Title I, Part D, Subpart 2, along with the school division's transition specialist. The coordinator and specialist have a working connection with the neglected facilities in Virginia Beach. The collaboration will allow planning for the funds to focus on the particular needs of students in order to provide a learning environment to support their academic learning. The majority of the students are served through the Renaissance Academy.</p>	

**V. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH (CONTINUED)**

4.	Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.
<p>The Title I, Part D, Subpart 2, coordinator will monitor the academic and social emotional progress of identified students from neglected facilities. The majority of these students attend the VBCPS Renaissance Academy, however, for identified students enrolled at other VBCPS schools, assigned staff provide progress updates to monitor student academic and social emotional progress. VBCPS has Student Support Specialists assigned to schools to help with the transition between facilities and the Renaissance Academy or other VBCPS schools. Regular updates will be provided to the coordinator on the progress of the students. Mid-year and end-of-year meetings will review the data and use of the Title I, Part A, funds to identify impact and next steps to support student progress. In addition, Title I, Part A will have a minimum of three meetings throughout the school year to review current data and needs and assess the effectiveness of purchases made with Title I, Part A, funds.</p>	
<p>Guidance related to services for neglected and delinquent students can be found on Virginia's Title I, Part D, website at <a href="http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml">http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml</a> or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at <a href="mailto:Tiffany.Frierson@doe.virginia.gov">Tiffany.Frierson@doe.virginia.gov</a> or 804-371-2682.</p>	

## W. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)

### Local Homeless Education Liaison:

Damion Wilson

546

Total number of children and youth identified as homeless in the school division (year-to-date) for 2020-2021 based on the definition in Title IX, Part A, Section 725. (\*Place mouse cursor over comment in cell A8 for definition.)

1.	<p><b>Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.</b></p> <p>Students are identified as homeless in several different ways. The student or parent can self-disclose to school staff, the registrar could identify if there are signs upon enrollment, referrals can be made by other agencies in the City. Once suspected of living in a homeless situation the parent/guardian must complete the Family Domicile Questionnaire. Information regarding the rights of McKinney-Vento eligible families is located on VBSchools.com. The domicile form is then emailed to projecthope@vbschools.com where it is logged in for the verification process. Students are automatically enrolled for Free Lunch upon receipt of the domicile form. The form is given to the school social worker for the school where the student was first identified. The school social worker is responsible for contacting the parent and reviewing the information provided. Through follow-up questions the social worker completes verification notes and sends the form back to projecthope@vbschools.com. The school social worker assigned to Project HOPE reviews the notes and completes the verification. At that point, the office associate marks the student as eligible in Synergy and notifies the school. Per McKinney-Vento legislation students are to be immediately enrolled or allowed to remain at their school of origin during the final verification process. The domicile questionnaire includes a brief needs assessment where the parent/guardian can identify what immediate needs the student might have. This may include transportation to the school of origin, school supplies, emergency clothing, etc. The social worker provides the family with resources that are available through Project HOPE and also makes referrals to other community resources. Each parent is provided access to the Regional Housing Crisis Hotline at (757) 227-5932 to register for housing assistance.</p>															
2.	<p><b>Describe the method used for determining the amount reserved to serve students experiencing homelessness.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">a. List staff (names and positions) consulted to determine the reservation.</td> <td style="padding: 5px;">A needs assessment is completed in collaboration with the homeless liaison, Project HOPE social worker, executive staff in Student Support Services, and the director of</td> </tr> <tr> <td style="padding: 5px;">b. What needs were identified?</td> <td style="padding: 5px;">Students experiencing homelessness are often in need of appropriate school clothing, food, internet access, and instructional supplies to support home learning. They also</td> </tr> <tr> <td style="padding: 5px;">c. What costs are associated with those needs?</td> <td style="padding: 5px;">Costs include purchasing of instructional supplies, pay for tutors, and transportation, pay for social worker to coordinate services and supports.</td> </tr> <tr> <td style="padding: 5px;">d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?</td> <td style="padding: 5px;">VBCPS students experiencing homelessness have access to the same academic supports as all students do. Local funding is used to pay for transportation to the student's school</td> </tr> <tr> <td style="padding: 5px;">e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing</td> <td style="padding: 5px;">The Title I, Part A set-aside is based on the approximate costs of meeting these needs, as determined by the Title I Director and homeless liaison.</td> </tr> <tr> <td style="padding: 5px;">f. What process will the school division use to reassess how it meets the needs of these students throughout the year?</td> <td style="padding: 5px;">Social workers maintain regular contact with families eligible for McKinney-Vento services and continue to monitor student needs in collaboration with the schools to</td> </tr> <tr> <td style="padding: 5px;">g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?</td> <td style="padding: 5px;">The set-aside for the 2020-2011 school year has been used effectively. Some funds dedicated to instructional supplies/tutoring have been used at different times due to</td> </tr> </table>		a. List staff (names and positions) consulted to determine the reservation.	A needs assessment is completed in collaboration with the homeless liaison, Project HOPE social worker, executive staff in Student Support Services, and the director of	b. What needs were identified?	Students experiencing homelessness are often in need of appropriate school clothing, food, internet access, and instructional supplies to support home learning. They also	c. What costs are associated with those needs?	Costs include purchasing of instructional supplies, pay for tutors, and transportation, pay for social worker to coordinate services and supports.	d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?	VBCPS students experiencing homelessness have access to the same academic supports as all students do. Local funding is used to pay for transportation to the student's school	e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing	The Title I, Part A set-aside is based on the approximate costs of meeting these needs, as determined by the Title I Director and homeless liaison.	f. What process will the school division use to reassess how it meets the needs of these students throughout the year?	Social workers maintain regular contact with families eligible for McKinney-Vento services and continue to monitor student needs in collaboration with the schools to	g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?	The set-aside for the 2020-2011 school year has been used effectively. Some funds dedicated to instructional supplies/tutoring have been used at different times due to
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**W. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH**

3. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

Title I, Part A, funding assists Project HOPE-Virginia Beach with providing an array of services. The school social worker assigned to Project HOPE coordinates services to eligible students. These services include: assisting schools immediately to enroll students, ensuring transportation to and from school for all eligible students and coordinating tutoring, mentoring and other services which promote academic success of students. Funds also go directly to purchasing school supplies for students in need and supporting programs such as Jump Start, an annual back-to-school event in which students receive resources including backpacks and school supplies. Furthermore, funds are allocated directly to tutoring programs such as Anchor Club. Transportation costs are also supplemented by Title I, Part A.

\*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: [www.wm.edu/hope](http://www.wm.edu/hope) or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: [homlss@wm.edu](mailto:homlss@wm.edu).



**X. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable)**
[Back to the Main Page](#)

Number of Participating Students:	900		
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:	27		
Number of Title I funded Teachers:	0.00		
Number of Title I funded Paraprofessionals:	0.00		
Average Number of Pupils Per Class/Average Class Size:	18.00		
Number of Classrooms:	50		
Title I Early Childhood Budget (Personnel and Program):	1,008,085.04		
Does the total in I11 match cell P23 on the "35% and Above Low-Income" tab?	<b>Yes</b>		
Does the total in I11 match cell P23 on the "Below 35% Low-Income" tab?	<b>No - please review your entries.</b>		
School Year Title I, Part A, Early Childhood First Established:	FY	2015-2016	
Length of the Program Day (type X to left of selection):		Half Day	<input checked="" type="checkbox"/> Full Day
Curriculum:			
Primary Curriculum	Houghton Mifflin Harcourt Big Day for Pre-K		
Secondary Curriculum ( if applicable)	Virginia Beach City Public Schools Pre-K Curriculum		
Test/Evaluation Design:			
Primary Test	PALS Pre-K Assessment		
Secondary Test ( if applicable)	VKRP		
Other Early Childhood Programs with which Title I is collaborating:			
	<input checked="" type="checkbox"/>	Virginia Preschool Initiative	<input checked="" type="checkbox"/> Head Start
	<input checked="" type="checkbox"/>	Early Childhood Special Education	
		Others (specify)	
Students Must Be:	4	by	9/30/2021
	Age		Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

**This section must be completed if any school in the division, Title I or non-Title I has an Early Childhood Program.**

Virginia Beach City Public Schools receives Virginia Preschool Initiative (VPI) state funding to support our early childhood program in addition to Title I funds. The Department of Teaching and Learning Pre-K leadership team works to develop a division plan for the Pre-K program. Students are selected for the program using the eligibility criteria for VPI. Families are invited to Classroom in Action events at the school during the school day to learn strategies to support learning in the home setting and Discovery Night and Family Focus events to learn about various community resources and how they may support their child at home. Regular communication to families is provided through online platforms as well as in hard copies/handbooks. The Pre-K instructional specialist and resource teachers support Pre-K teachers through an instructional coaching model to ensure the learning environment and experiences are aligned, engaged, and purposefully planned through a student-centered focus. Teachers are invited to participate in division-wide training on the curriculum, best practices for early education, SEL, CLASS, etc. As a part of the transition from Pre-K to kindergarten, a kindergarten readiness event is held at the end of the year.

(1000) \$673,549.15 (2000) \$275,885.89 (3000) \$12,200.00 (4000) \$0.00 (5000) \$18,000.00 (6000) \$28,450.00

**X. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (CONTINUED)**

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, Early Childhood teachers who are housed in each of the schools.

<b>List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs</b>				
<b>School or Early Childhood Center Name</b>	<b>Principal Name and Address</b>	<b>Eligible Title I School Zone(s) Served</b>	<b>Number of Title I Funded Teachers</b>	<b>Number of Title I Funded Paraprofessionals</b>
Arrowhead Elementary	Kimani Vaughan - 5549 Susquehanna Drive; Virginia Beach, VA 23462	Point O'View Elementary		
Bayside Elementary	Catherine Brumm - 5649 Bayside Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Birdneck Elementary	RV Yoshida - 957 S. Birdneck Road; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Christopher Farms Elementary	Robyn Backer - 2828 Pleasant Acres Drive, Virginia Beach, VA 23453	Holland Elementary; Green Run Elementary		
College Park Elementary	Meishe Thirus - 1110 Bennington Road; Virginia Beach, VA 23464	College Park Elementary		
Cooke Elementary	Casey Conger - 1501 Mediterranean Avenue; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Diamond Springs Elementary	Gloria Coston - 5225 Learning Circle; Virginia Beach, VA 23462	Diamond Springs Elementary		
Glenwood Elementary	David French - 2213 Round Hill Drive; Virginia Beach, VA 23464	Parkway Elementary		
Holland Elementary	Dr. Callie Richardson - 3340 Holland Road; Virginia Beach, VA 23452	Holland Elementary; Green Run Elementary		
Kempsville Elementary	Lori Hasher - 570 Kempsville Road; Virginia Beach, VA 23464	Point O'View Elementary		
Kempsville Meadows Elementary	Mikelle Williams - 736 Edwin Drive Virginia Beach, VA 23462	Parkway Elementary; Rosemont Elementary		
Linkhorn Park Elementary	Kathleen Scarborough - 977 First Colonial Road, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Luxford Elementary	Allison Jordan - 4808 Haygood Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Lynnhaven Elementary	Teri Breaux - 210 Dillon Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Malibu Elementary	Micah Harris - 3632 Edinburgh Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Ocean Lakes Elementary	Dr. Linda Reese - 1616 Upton Drive, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Parkway Elementary	Krista Barton-Arnold - 4180 O'Hare Drive; Virginia Beach, VA 23453	Parkway Elementary; Rosemont Elementary		
Pembroke Meadows Elementary	Dr. Charles Spivey - 820 Cathedral Drive; Virginia Beach, VA 23455	Diamond Springs Elementary		
Providence Elementary	Michael Taylor - 4968 Providence Road, Virginia Beach, VA 23464	College Park Elementary		
Rosemont Elementary	Cari Hall - 1257 Rosemont Road; Virginia Beach, VA 23453	Rosemont Elementary; Parkway Elementary		
Salem Elementary	Dr. Anne Shufflebarger - 3961 Salem Lakes Blvd.; Virginia Beach, VA 23456	College Park Elementary		
Shelton Park Elementary	Tara Brewer - 1700 Shelton Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Three Oaks Elementary	Matthew Orebaugh - 2201 Elson Green Avenue; Virginia Beach, VA 23456	Birdneck Elementary; Seatack Elementary		
Trantwood Elementary	Lou Anne Metzger - 2344 Inlynnview Road; Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
White Oaks Elementary	Stephanie Haus - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462	Green Run Elementary; Parkway Elementary		
Windsor Woods Elementary	Dr. Melanie Hamblin - 233 Presidential Blvd.; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		

## EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** – 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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).

**Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**GENERAL ASSURANCES**

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
    16. It will comply with the other application requirements outlined in
      - Section 8501. Private School Children;
      - Section 8502. Bypass; and
      - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
  - V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
  - VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

**PROGRAM SPECIFIC ASSURANCES****The school division/grantee will:**

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
  - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
    2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. The local educational agency agrees to pay for the cost of such transportation; or
      - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
  - A. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable,
  - B. another early childhood education program; establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

**PROGRAM SPECIFIC ASSURANCES (CONTINUED)**

- C. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
  - D. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
  - E. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program, of—
- A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
  - H. Information pertaining to parental rights that includes written guidance—
    - 1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
    - 2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - 3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's Foundation Blocks for Early Learning to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).



**Warning.**  
Enable macros if  
indicated

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk**

Due by: **July 1, 2021**  
**2021-2022**

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools  
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Delinquent Facility
<input type="checkbox"/> check	Program Overview
<input type="checkbox"/> check	Measurable Objectives
<input type="checkbox"/> check	Budget
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

**Print Reports**  
Select the tabs to print.  
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to Go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Coordination of Services (Narrative Tab)	
Delinquent Facility	
Program Overview	
Measurable Objectives	
Budget	
Detailed Budget Breakdown (Budget Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
General Education Provisions Act (GEPA)	
Expenditure Account Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk**

2021-2022

**Autocalculated Budget Check**

**Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated**

School Division: Va Beach City Public Schools  
Division Number: 128

Budget Summary Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	

Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

A. COVER PAGE

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

2021-2022  
Individual Program Application

**Due by July 01, 2021**

Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title I, Part D, Subpart 2 Coordinator:	
Va Beach City Public Schools	128	Kay L. Thomas	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-648-6000	Ext: <input type="text"/>
5100 Cleveland Street, Virginia Beach, VA 23462	Email:	kay.thomas@vbschools.com	

LOCAL EDUCATIONAL AGENCY CERTIFICATION

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title I, Part D, Subpart 2 will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/08/21 .

Superintendent's Signature

Aaron C. Spence, Ed.D.

Superintendent's Name

06/08/21

Date

Board Chairperson's Signature

Carolyn T. Rye

Board Chairperson's Name

06/08/21

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** This application for Federal Funds is due by July 1, 2021. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

**APPLICATION INFORMATION**

2020-2021 Allocation	2020-2021 Consolidated Yes or No	Eligible Program	2021-2022 Allocation Total
264,580.85	No	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	264,580.85
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation Available for Title V, Part B, Subpart 2</b>	<b>264,580.85</b>

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

## REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

**B. PROGRAM OVERVIEW**

1.	<p><b>In narrative format:</b> Describe the instructional program or program of services at each of the delinquent facilities or programs served to be developed with the requested federal funds.</p>
<p>In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional and delinquent facilities and educational settings. Funds will support the coordination of instructional efforts between facilities working with neglected, delinquent, and at-risk youth to ensure educational programs are comparable. Secondary students that attend VBCPS from facilities that are part of the October Count are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These facilities are located within the geographical boundaries of Virginia Beach. Their residents are enrolled in Virginia Beach City Public Schools and receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. The transitioning of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities.</p>	
2.	<p><b>Include a description of the targeted population(s).</b> (Examples are: characteristics of the students, including behavioral characteristics, substance abuse; types of students served: subgroups, neglected students, delinquent, students, English learners, special education students; instructional staff,</p>
<p>Students residing in the delinquent facilities, Crisis Intervention Home and Lynnhaven Boys Home, are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. Students who meet the eligibility criteria for special education are provided an IEP and related services. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in the Substance Abuse Intervention Program (SAIP) at RA. Students who are young parents residing in one of the facilities may be served by the Young Parents Program (YPP) at RA. Students attending RA are considered to be at-risk when they have academic and/or behavioral difficulties that are not responsive to regular education interventions. In addition to educational challenges and emotional concerns, these students often share social characteristics related to family settings, teenage pregnancy, socioeconomic status, gang influences, and drug use/abuse. Students who meet the eligibility criteria for special education are provided an IEP and related services. Students at-risk of dropping out of school have the opportunity to enroll in the Individual Student Alternative Education Plan (ISAEP) program.</p>	
3.	<p><b>Describe how the school division's program will support the goals of ESEA, as amended:</b></p> <ul style="list-style-type: none"> <li>a. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;</li> <li>b. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; and</li> <li>c. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.</li> </ul>
<p>The transitioning of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). One SSS, assigned to the alternative education center, provides services and case management to students housed at the delinquent facilities and to those transitioning into the alternative education center. The Virginia Beach Juvenile Detention Center Education Program is located within the Virginia Beach Juvenile Detention Center (VBJDC) and students attending the VBJDC Education Program are enrolled in VBCPS. The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. The VBCPS Individual Student Alternative Education Plan (ISAEP) Program prepares students at risk of dropping out of school to take the General Educational Development (GED®) while also developing career and technical education skills. Title I, Part D, Subpart 2 funding supports programs located at Renaissance Academy including the ISAEP Program, Young Parents Program (YPP), and Substance Abuse Intervention Program (SAIP). These programs serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school.</p>	
4.	<p><b>Provide a description of the needs assessment that was conducted to support the proposed activities.</b></p>
<p>Program stakeholders are regularly consulted to determine supplemental materials and services to be used to support programs for at risk students enrolled at RA. Delinquent facilities participate in meetings with VBCPS to determine student needs that can be met through the support of Title I, Part D, Subpart 2 funding. Specific needs for these facilities have been determined to be remediation and support of SOL courses, assistance with job readiness and post-secondary education, and dropout prevention through the preparation for the GED® Test. VBCPS collects data to evaluate alternative programs and to track the performance of students assigned to these programs and the delinquent facilities. Through regular contact and meetings the needs assessment is updated in order to best provide for the needs of the students and residents being served by the grant.</p>	

C. COORDINATION OF SERVICES

Describe the partnerships within your division between this program and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

VBCPS will coordinate internal resources to execute high quality education programs at the VBJDC as well as in comprehensive schools and alternative centers throughout the city to prepare students for secondary school completion, training, employment, or further education. Division staff will collaborate with parents, the Department of Juvenile Justice (DJJ), local service agencies, businesses, and shelters to implement a structured re-enrollment process, per guidelines from the Virginia Board of Education regulation 8 VAC 20-660-10 and the Code of Virginia through § 22.1-17.1, that facilitates the transition of youth from the correctional program. Grant funds will support a VBCPS Student Support Specialist (SSS) assigned to RA, who will work to ensure the transition of students into the alternative school and work with students residing in delinquent facilities within the boundaries of Virginia Beach. Funds will also support additional personnel for the Individual Student Alternative Education Plan (ISAEP) program. In accordance with the Code of ISAEP program is to provide individualized educational services for students age 16 and older who meet program provisions established in the Code and guidelines of the Virginia Board of Education. Only school divisions that have approved ISAEP programs may authorize enrolled students between 16 and 17 years of age to take the Tests of General Educational Development (GED®). Virginia-licensed teachers collaborate with special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure ISAEP student achievement. ISAEP students must participate in a career and technical education (CTE) component and complete economics and personal finance coursework while preparing for the GED® test. Students, and parents of enrolled students, receiving services as part of the Substance Abuse Intervention Program (SAIP) benefit from contracted services with the City of Virginia Beach Department of Human Services. These services include programs related to substance abuse intervention, tobacco intervention, discipline intervention, and young parent education. Neglected, delinquent, and at-risk students in Virginia Beach City Public Schools may also receive support through the division's Title IV, Part A, Student Support and Academic Enrichment grant. The Title IV, Part A grant supports a middle school summer reading intervention program, assists low income students with AP testing fees, supports graduation labs at two of the comprehensive high schools, and provides wifi hot spots within targeted areas of the City of

Virginia Beach. The division uses funds from the Title IV, Part A grant to improve students' academic achievement by increasing the capacity of the division to provide all students with access to a well-rounded education, improve school conditions for student learning, and increase the effective use of technology. Neglected, delinquent, and at-risk youth enrolled in the division may receive support through these programs funded by Title IV, Part A.





3. After facilities have been offered services, then funding can be provided to at-risk programs in the school division. Complete the chart below with information about at-risk programs that will be served with Title I, Part D, Subpart 2 funds.

[illegible]

**E. PROGRAM OVERVIEW****Section 1**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Crisis Intervention Home	Contact Person:	Thomasine Norfleet
Address:	811 13th Street	City/Zip Code:	Virginia Beach, VA 23451
Phone (ext):	757-785-0024	E-mail:	tnorfleet@tyscommission.org

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

<b>1.</b>	<b>Program Description</b> - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.
<p>In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Crisis Intervention Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. Students residing at Crisis Intervention Home are enrolled in VBCPS. Funds for the facility will be used to purchase supplemental learning materials to aid students enrolled in VBCPS. Materials will focus on core instructional subjects and dropout prevention materials. This will include reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center. Supplemental math materials will aid students who may need remediation in mathematics. Additionally the purchase of materials related to GED® preparation for students at-risk of dropping out of school may be purchased. Funding will also support a Student Support Specialist (SSS) to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of the students residing in the delinquent facility.</p>	
<b>2.</b>	<b>Formal Agreements</b> – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
<p>To support at-risk students, a formal agreement exists between VBCPS and Crisis Intervention Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Crisis Intervention Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.</p>	

**E PROGRAM OVERVIEW (CONTINUED)****Section 1**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students residing in Crisis Intervention Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
  - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
  - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the division's secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

**E PROGRAM OVERVIEW (CONTINUED)****Section 1**

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Crisis Intervention Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in SAIP. Students who are young parents residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the ISAEP program.

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Crisis Intervention Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Crisis Intervention Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Crisis Intervention Home as well as enrollment in Aggression Replacement Training. Crisis Intervention Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Crisis Intervention Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Crisis Intervention Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

**E PROGRAM OVERVIEW (CONTINUED)****Section 1**

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAP program provides career exploration opportunities and application of academic learning in the business world.

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Crisis Intervention Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Crisis Intervention Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Crisis Intervention Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Delinquent students residing at Crisis Intervention Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.

**E PROGRAM OVERVIEW (CONTINUED)****Section 1**

13. **Alternative Placements** - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.

14. **Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Crisis Intervention Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program.

15. **Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Staff at Crisis Intervention Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Crisis Intervention Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.

16. **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Crisis Intervention Home to encourage and provide supplemental instruction in areas of need. Additionally, Chromebooks have been issued to the delinquent facility in order for students to access courses, online resources, and assessment tools.

**E PROGRAM OVERVIEW (CONTINUED)****Section 1**

17. **Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including
- how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
  - the steps taken to ensure data quality; and
  - how the data is being used to track performance and make program improvements.

When possible, Crisis Intervention Home will participate in pre and post testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. This information is used in the CSPR and allows for an overview of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre and post testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance students in the ISAEP program and students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review and verify the reports to ensure accuracy. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.

**Section 2**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other <input type="text"/>

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Lynnhaven Boys Home	Contact Person:	Ericka Palmer
Address:	2293 Lynnhaven Parkway	City/Zip Code:	Virginia Beach, VA 23456
Phone (ext):	757-471-0140	E-mail:	epalmer@tyscommission.org

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

**1. Program Description** - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for delinquent and at-risk students residing at Lynnhaven Boys Home. Funds will support the coordination of instructional efforts between schools and the facility to supplement the educational programs of students at their school of record. All students residing at the facility are enrolled in VBCPS. Purchased supplemental materials will focus on core instructional subjects and dropout prevention materials, to include reading and math materials for remediation and to supplement those items available to students from their school or center. Additional purchases may include materials related to GED® preparation for students at-risk of dropping out of school. Funds will support a SSS to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of students residing in the delinquent facility.

**2. Formal Agreements** – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

To support at-risk students, a formal agreement exists between VBCPS and Lynnhaven Boys Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Lynnhaven Boys Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.

**3. Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students residing at Lynnhaven Boys Home, located within the boundaries of the City of Virginia Beach, are enrolled in VBCPS. Their enrollment allows them to receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet. Following regular consultation with the facility and VBCPS staff, supplemental materials and services are offered to the facility in order to improve educational opportunities for those students. This enables the students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.



**E PROGRAM OVERVIEW (CONTINUED)****Section 2**

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
  - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
  - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinates the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the division's secondary comprehensive schools.

In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Lynnhaven Boys Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in SAIP. Pregnant students or students who are fathers residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the ISAEP program.

**E PROGRAM OVERVIEW (CONTINUED)****Section 2**

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Lynnhaven Boys Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at the facility are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Lynnhaven Boys Home as well as enrollment in Aggression Replacement Training. Lynnhaven Boys Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Lynnhaven Boys Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Lynnhaven Boys Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

**E PROGRAM OVERVIEW (CONTINUED)****Section 2**

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Lynnhaven Boys Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Lynnhaven Boys Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Lynnhaven Boys Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Delinquent students residing at Lynnhaven Boys Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.

13. **Alternative Placements** - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.

**E PROGRAM OVERVIEW (CONTINUED)****Section 2**

14. **Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEF), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEF program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Lynnhaven Boys Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEF program.

15. **Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Staff at Lynnhaven Boys Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Lynnhaven Boys Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.

16. **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Lynnhaven Boys Home to encourage and provide supplemental instruction in areas of need. Additionally, Chromebooks have been issued to the delinquent facility in order for students to access assessment tools, courses, and various online resources.

17. **Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including
- how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
  - the steps taken to ensure data quality; and
  - how the data is being used to track performance and make program improvements.

When possible, Lynnhaven Boys Home will participate in pre and post testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. This information is used in the CSPR and allows for an overview of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre and post testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance students in the ISAEF program and students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review the reports to ensure accuracy. ISAEF data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.

**E PROGRAM OVERVIEW (CONTINUED)****Section 3**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other <input type="text"/>

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Renaissance Academy	Contact Person:	Kay L. Thomas
Address:	5100 Cleveland Street	City/Zip Code:	Virginia Beach, VA 23462
Phone (ext):	757-648-6000	E-mail:	kay.thomas@vbschools.com

Indicate type of facility: ☐ Residential ☐ Local Correctional Facility ☒ At-Risk Program

Identify students served: ☒ Delinquent ☒ Neglected ☒ At-Risk

1.	<b>Program Description</b> - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.
<p>In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional and delinquent facilities and secondary educational settings. Funds will support the coordination of instructional efforts between schools and facilities working with neglected, delinquent, and at-risk youth to ensure comparable educational programs. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. The facility houses specific programs to address students with substance abuse issues, students at-risk of dropping out of school, and students who are pregnant or are young parents.</p>	
2.	<b>Formal Agreements</b> – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
N/A	

**E PROGRAM OVERVIEW (CONTINUED)****Section 3**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students enrolled at Renaissance Academy receive the opportunity to meet the same challenging state academic content and challenging state academic achievement standards that all children enrolled in VBCPS comprehensive schools and in the state are expected to meet. Students enrolled at RA follow the same academic and testing calendar as students enrolled in comprehensive schools with VBCPS. Renaissance Academy is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. School counselors and SSS work in concert with the staff at the student's home school to provide for a seamless transition between the comprehensive setting and the alternative setting at RA.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
  - b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
  - c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Student Support Specialists (SSS) assigned to Renaissance Academy ensure the transition of students detained at a correctional or delinquent facility and work closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student information. Communication between VBJDC staff and both the SSS and School Counselors allows for the successful transition of students from the VBJDC. Home schools are notified in writing when a student is placed in detention. Access to the division-wide student information system allows the VBJDC staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent individualized education plan (IEP) is forwarded to the VBJDC. VBCPS teachers implement the division's core secondary school curriculum at the VBJDC and every effort is made to match the student's home school academic schedule. Placement for youth returning to a VBCPS school or center who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. In addition to traditional classrooms, the division offers alternative education placement options.

VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students returning from a correctional facility with a re-enrollment plan are assigned a VBCPS SSS who coordinates educational remediation, behavioral counseling, and peer mediation services. Students receiving services from a Student Support Specialist continue to receive those services for at least 90 days as they transition in to the new academic setting.

**E PROGRAM OVERVIEW (CONTINUED)****Section 3**

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students attending Renaissance Academy are considered to be at-risk when they have academic and/or behavioral difficulties that are not responsive to regular education interventions. In addition to educational challenges and emotional concerns, these students often share social characteristics related to family settings, teenage pregnancy, socioeconomic status, gang influences, and drug use/abuse. Students who meet the eligibility criteria for special education are provided an IEP and related services. Students with substance abuse issues may be referred for placement in SAIP. Students at-risk of dropping out of school have the opportunity to enroll in the ISAP program. Young parents and pregnant students are referred to the Young Parent Program to receive pregnancy-related resources. Those students receiving services through the Substance Abuse Intervention Program or Young Parents Program continue their traditional courses of study as they work towards attaining a high school diploma.

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

VBCPS coordinates with community agencies to support treatment, rehabilitation, and education for at-risk students. VBCPS students may continue working toward a high school diploma or equivalent through a flexible, accelerated educational program with day, afternoon, and evening classes. A daytime high school program is available for pregnant students and young parents who would benefit from smaller classes sizes and additional pregnancy-related resources. A full-time nurse is assigned to monitor the health needs/concerns of pregnant students. A school social worker provides resource referrals, individual/group counseling to promote exploration of pregnancy/parenting issues, and is a liaison between school and community agencies. A school psychologist is assigned to address the mental health concerns of the participants. Work and family studies courses related to parent/child development are also offered.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Educational options for neglected, delinquent, and at-risk youth enrolled in the division may include work toward a GED® Certificate and a vocational/career skill through the ISAP program, a Commonwealth of Virginia initiative for students ages 16-17. The vocational/career skill component of the ISAP program may incorporate work-based activities, including paid or unpaid employment experience. In addition students enrolled in the ISAP program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day. The daytime high school program for both pregnant students and young parents incorporates partnerships with local agencies and organizations to provide information pertaining to infant and parent safety and wellness.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The structured re-enrollment process involves parents of students who have been in the custody of the DJJ. The re-enrollment team convenes to prepare and implement a plan for each student released from detention. Plans include the student's academic placement, schedule, and contact information to promote communication. At Renaissance Academy a placement and monitoring team drafts an IEP for special education students. Through the Guidance Department, a mandatory orientation for parents and students is held for all students entering Renaissance Academy. The Student Support Specialist routinely contacts the parents of students on their caseload to discuss student behavior and academic progress.

**E PROGRAM OVERVIEW (CONTINUED)****Section 3**

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act– CTE Federal Perkins career/vocational preparation programs prior to detention is minimal. A re-enrollment plan is developed for students detained more than 29 days. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world. The ISAEP program receives grant funding from the Virginia Department of Education's Office of Career, Technical, and Adult Education.

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

VBCPS coordinates with community and residential programs operated under the Juvenile Justice and Delinquency Prevention Act (JJDP) to provide high quality instructional services to students and implement a structured re-enrollment process to facilitate the transition of youth from a correctional facility. An option provided through JJDP, the Transitional Living Program provides local residential independent living services for offenders exiting juvenile correctional centers. The program serves male offenders ages 16-21 who are on parole and in need of acquiring competencies for living independently. Services focus on working with the youth to complete high school or obtain a GED®, secure employment, understand budget management, and gain pro-social and practical skills.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBJDC staff to provide transition services from the SSS for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

VBCPS staff work to exchange relevant student records for appropriate educational placement of students with special needs. Home schools are notified in writing when a student is placed in detention. Division access to the electronic student information system platforms allows the staff members and special education staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is forwarded to the Virginia Beach Juvenile Detention Center or accessed electronically by the special education teacher on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student while in the custody of the department of juvenile justice system. As part of VBCPS, Renaissance Academy staff have access to student records and the student's IEP through the electronic student information system platforms to ensure the continuity of services when students transfer to the alternative center.



**E PROGRAM OVERVIEW (CONTINUED)****Section 3**

13. **Alternative Placements** - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Educational placement for youth who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for qualified students who are at least 16 years of age.

14. **Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment.

15. **Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families. VBCPS provides a number of professional learning opportunities to support the continuous development of high-quality, growth-oriented staff in the school division.

16. **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows for the exchange of information to support the transition of students between correctional and delinquent facilities and the comprehensive schools and alternative center. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. Parent Portal can also be used by the delinquent facilities to encourage and provide supplemental instruction in areas of need. Students throughout the division have access to Chrombooks in order to access online coursework and various resources.

2021-2022

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 3

17.	<p><b>Program Evaluation</b> – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including</p> <ul style="list-style-type: none"><li>a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;</li><li>b. the steps taken to ensure data quality; and</li><li>c. how the data is being used to track performance and make program improvements.</li></ul>
<p>Data is used to track student progress of students enrolled in the ISAEP Program as well as students on the caseload of the SSS throughout the division. Students enrolled at Renaissance Academy are on the caseload of the SSS assigned to RA. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Those reports are reviewed by division personnel to ensure accuracy of reported data. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students. Information gathered from these sources is used in the CSPR. This report allows for an overview of students assisted by Title I, Part D, Subpart 2 funds and allows for a determination of the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to educational programs supported through the grant.</p>	

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F. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:

By the end of the 2021-2022 school year 90% of Virginia Beach City Public Schools (VBCPS) students who have been detained in the Virginia Beach Juvenile Detention Center (VBJDC) for more than 30 calendar days will successfully transition into a traditional or alternative educational setting as recommended by the re-enrollment team.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

VBCPS will implement a structured re-enrollment process and coordinate support services to facilitate the transition of students between correctional facilities and educational settings. Utilization of data tracking through an Excel Spreadsheet and coordination of VBJDC staff and the Student Support Specialist program will allow the division to measure success of the objective. Students returning from a correctional facility with a re-enrollment plan are assigned a SSS who employs a comprehensive case-management model to coordinate educational remediation, behavioral counseling, and peer mediation services for a minimum of nine weeks. Those students transitioning to the alternative educational setting, Renaissance Academy, benefit from an SSS that works exclusively with students in the alternative setting or those transitioning from the VBJDC or a delinquent facility in Virginia Beach. After this initial nine week period, students are evaluated using a rubric measuring three areas – academic performance, attendance, and behavior. Success in these categories requires a rubric measurements equal to at a minimum passing three core classes (academic performance), having less than 2 referrals (behavior), and less than 4 full day absences (attendance). Students not demonstrating significant improvement in these areas will continue to be monitored by a Student Support Specialist.

Measurable Objective 2:

By the end of school year 2021-2022, 90% of students enrolled in the Virginia Beach City Public Schools (VBCPS) Individual Student Alternative Education Plan (ISAEP) program will pass the Tests of General Educational Development (GED®) and complete the required Career and Technical Education (CTE) component.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. During the 2019-20 school year, 134 students sought ISAEP services as an alternative to dropping out of school; 67 students qualified for program enrollment; of the 43 ISAEP students who took the test, 42 students (98%) passed the GED® test and completed the CTE component. ISAEP teachers licensed by the Commonwealth of Virginia will work in collaboration with special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure student achievement.

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the end of school year 2021-2022, 90% of students residing long term at Crisis Intervention Home and Lynnhaven Boys home will show grade level improvement in reading and mathematics.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Students residing at Crisis Intervention Home and Lynnhaven Boys Home will receive supplemental instructional materials to aid in reading and mathematics instruction and remediation. Pre- and post-testing of students residing at the facilities long-term (a minimum period of 90 days) will occur and allow for tracking of improvement in the specified areas of reading and mathematics. Through coordination with reading specialists and instructional personnel at VBCPS comprehensive schools and the alternative education center, supplemental instructional materials and online resources will be provided to the delinquent facilities to aid students in improving reading and mathematics scores. Student progress in the areas of reading and mathematics will be measured using online resources (Star Math and Star Reading Assessments) from Renaissance Learning Inc., or a similar program, in order to show grade level improvement in the area of reading and mathematics. Using the residents' current course enrollment as a starting point, the Star Math and Star Reading pre-testing will measure students' skills across a variety of concepts in the respective subject matter. This data will be used to inform classroom teachers of areas of remediation or focus specific to the individual students. Post-testing of long-term residents will allow for measured growth in the areas of reading and mathematics. Additional resources, such as Imagine Learning's suite of software may be utilized to supplement remediation and student progress measurements.

Measurable Objective 4:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

G. BUDGET SUMMARY

		Title I, Part D, Subpart 2 Budget for 2021-2022 Award: S010A210046 Project Code: APE42935		
		Allocation:	264,580.85	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	139,112.32		
	Set-Aside			
	Private School Set-Aside			
	Total Personal Services	139,112.32		Yes
2000 - Employee Benefits	Non Set-Aside	44,830.09		
	Set-Aside			
	Private School Set-Aside			
	Total Employee Benefits	44,830.09		Yes
3000 - Purchased/Contracted Services	Non Set-Aside	36,295.00		
	Set-Aside			
	Private School Set-Aside			
	Total Purchased/Contracted Services	36,295.00		Yes
4000 - Internal Services	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Non Set-Aside	5,031.36		
	Set-Aside			
	Private School Set-Aside			
	Total Other Charges	5,031.36		Yes
6000 - Materials and Supplies	Non Set-Aside	39,312.08		
	Set-Aside			
	Private School Set-Aside			
	Total Materials and Supplies	39,312.08		Yes
8000 - Capital Outlay	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		264,580.85		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference	0.00

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.  
 (2) Expenses for parental involvement programs should be incorporated into the appropriate object code(s) based on the category of the related charges.















Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

[illegible]

**I. BUDGET SUMMARY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A210044 Project Code APE60015			Title IV, Part A, Transferability Award S424A210048 Project Code APE60021		
		0.00			0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM				DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Non Set-Aside				Yes		
	Set-Aside						
	Private School Set-Aside						
	Total Personal Services	0.00					
2000 - Employee Benefits	Non Set-Aside				Yes		
	Set-Aside						
	Private School Set-Aside						
	Total Employee Benefits	0.00					
3000 - Purchased/Contracted Services	Non Set-Aside				Yes		
	Set-Aside						
	Private School Set-Aside						
	Total Purchased/Contracted Services	0.00					
4000 - Internal Services	Non Set-Aside				Yes		
	Set-Aside						
	Private School Set-Aside						
	Total Internal Services	0.00					
5000 - Other Charges	Non Set-Aside				Yes		
	Set-Aside						
	Private School Set-Aside						
	Total Other Charges	0.00					
6000 - Materials and Supplies	Non Set-Aside			Yes			
	Set-Aside						
	Private School Set-Aside						
	Total Materials and Supplies	0.00					
8000 - Capital Outlay	Non Set-Aside			Yes			
	Set-Aside						
	Private School Set-Aside						
	Total Capital Outlay	0.00					
TOTAL BUDGET		0.00		0.00			
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	0.00		





Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Total for Object Code:	0.00
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Provide a description of expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

[illegible]

If program funds are expended for internal services, describe these services below.

[illegible]

Includes expenditures that support the program, including staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

[illegible]

---

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit.

[illegible]

<p>Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[illegible]

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.

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**EXPENDITURE ACCOUNT DESCRIPTIONS**

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These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** – 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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.



**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

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**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment).

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

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**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.



**GENERAL ASSURANCES**

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
    16. It will comply with the other application requirements outlined in
      - Section 8501. Private School Children;
      - Section 8502. Bypass; and
      - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

**PROGRAM SPECIFIC ASSURANCES**

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**The school division/grantee assures:**

- I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
- II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
- III. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
  - A. maintain and improve educational achievement;
  - B. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
  - C. make the transition to a regular program or other education program operated by a local educational agency;
  - D. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
  - E. participate, as appropriate, in postsecondary education and job training programs.

**Warning.**  
Enable macros  
if indicated

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title II, Part A, Supporting Effective Instruction**

Due by: **July 01, 2021**  
**2021-2022**

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools  
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Print Application
	Print All Tabs Below
	Budget Check
	Narrative
	Budget Summary
	Transferability
	Teacher Quality
	Private Schools
	GEPA
	Expenditure Descriptions
	General Assurances
	Program Specific Assurances

**Print Reports** Select the  
tabs to print.  
Push this button.

Select the appropriate button to move to the desired section  
within the application.

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget Summary	
Detailed Budget Breakdown (Budget Summary Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
Teacher Quality	
Private Schools	
Calculation of Set-Asides (Private Schools Tab)	
General Education Provisions Act (GEPA)	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title II, Part A, Supporting Effective Instruction**

**2021-2022**

**Autocalculated Budget Check**

**Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated the budgets are balanced.**

**School Division:** Va Beach City Public Schools  
**Division Number:** 128

**Budget Summary Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	

**Detailed Budget Breakdown**

	Does the Detailed Budget Breakdown Match the Total Allocation?	
--	----------------------------------------------------------------	--

**Private School Set-Aside**

	Does the Private School Set-Aside Match the "Private Schools" Tab?	
--	--------------------------------------------------------------------	--

**Transferability Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

**Detailed Budget Breakdown**

	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	
--	------------------------------------------------------------------------------------------	--



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**A. COVER PAGE**  
Title II, Part A, Supporting Effective Instruction

**2021-2022**  
**Individual Program Application**

**Due by July 01, 2021**

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95*

Place a "Checkmark" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

**To be Completed by School Division**

Applicant (Legal Name of Agency):	Division Number:	Title II, Part A Coordinator:	
Va Beach City Public Schools	128	Danielle E. Colucci	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext: <input type="text"/>
2512 George Mason Drive	Email:		
Virginia Beach, VA 23456	Danielle.Colucci@vbschools.com		

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans.

**Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, on **June 8, 2021**.

Superintendent's Signature  
**Aaron C. Spence, Ed.D**  
Superintendent's Name  
**June 8, 2021**  
Date

Board Chairperson's Signature  
**Carolyn T. Rye**  
Board Chairperson's Name  
**June 8, 2021**  
Date

**Application Submission, Approval, and LEA Expenditure of Funds:** This application for Federal Funds is due by July 1, 2021. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.



## APPLICATION INFORMATION

2020-2021 Allocation	2020-2021 Consolidated Yes or No	ELIGIBLE PROGRAM	2021-2022 Allocation Total
1,520,997.18	No	Title II, Part A, Supporting Effective Instruction	1,520,997.18
		Transferability (funds transferred out of Title IIA)	0.00
		<b>Total Allocation Available for Title II, Part A</b>	<b>1,520,997.18</b>

## TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		<b>Total</b>	0.00

	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
	Transferability paperwork has been approved.	Date approved:	

### REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
4.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
5.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
7.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
9.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
10.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
11.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
12.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistend with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1.	<p><b>STAKEHOLDER ENGAGEMENT/NEEDS ASSESSMENT:</b> Describe the consultation and needs assessment process used in development of the program, including a description of the stakeholders involved in the process. (Section 2103(b)(3))</p> <p>VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher and principal capacity for meeting the needs of all VBCPS students. Each month, the Departments of Teaching and Learning (DTAL) and School Leadership (DOSL) review data from diagnostic and curriculum assessments to provide ongoing feedback to coaches and principals to support academic progress and improve teacher effectiveness. DOSL and DTAL meet quarterly with principals to review quarterly benchmark and diagnostic assessments as well as annually to review SOL assessment data to determine needs for support, professional learning (PL), feedback to principals and allocation of resources. SOL category scores, item analysis reports and performance for all student reporting groups are reviewed and help to determine building needs for instructional coaching. Stakeholders from the departments of Professional Growth and Innovation (PGI), DTAL, DOSL, Equity &amp; Inclusion and the Office of Student Assessment (OSA) work collaboratively to outline division and school needs. For example, in 2019-2020, review of feedback, performance gaps, and SOL data led us to provide reading and math coaches student-centered coaching professional learning, culturally responsive practices professional learning and book studies to build coaching pedagogy and expertise in their content based.</p> <p>During needs assessment meetings, leaders identify pedagogical strengths and growth needs, challenges and barriers, to help determine a coaching focus. For example, literacy coaches focused on the science of reading and math coaches engaged in computational fluency coaching to improve instruction division-wide. Ongoing PL on formative assessment and tiered systems of support will be provided during the 2021-22 school year to our coaches who, in turn, apply their knowledge to facilitate PL and coaching cycles to teachers to improve instructional practices and raise student achievement. Principals are offered support and PL through monthly principal league meetings and on-site coaching by Title II coaches. Each year, DTAL surveys instructional coaches, teachers and administrators to analyze needs and effectiveness of coaching. The division holds annual family review meetings to collect feedback from parents to inform decision making and allocation of funding for ESEA grants. Analyzing each school's performance, needs and current resources enables us to support schools in an equitable and effective manner and helps us to identify which schools will benefit most from the support of an instructional coach. This data also supports the division in enhancing the practice of our coaches. In 2020-21, this work informed the development of the VBCPS Profile of a Coach and new instructional coaching evaluation rubric to support the effectiveness of our coaches.</p>
2.	<p><b>USE OF DATA:</b> Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from 2020 application.</p> <p>VBCPS Departments of School Leadership (DOSL), Planning, Innovation and Accountability (PIA), Professional Growth and Innovation and Teaching and Learning (DTAL) work in collaboration to monitor the effectiveness of instruction. Detailed analysis of SOL assessment data, diagnostic and local assessment data is completed monthly by DOSL and DTAL. Quarterly data analysis is facilitated by DOSL and DTAL at school support process (SSP) meetings with principals. Overall academic achievement and reporting group data are analyzed in addition to student discipline reports to ensure equitable and effective instructional practices and PL. Performance gaps existed in Fall 2020 PALS and Reading Inventory data and overall PALS identification increased during the pandemic. VDOE math quick checks data informed collaboration agendas, curriculum development, coaching and PL to enhance content knowledge, teacher effectiveness and increase student achievement in numeracy and literacy in addition to social emotional growth. Professional learning feedback is also analyzed to inform PL, book studies, resources and to offer ongoing feedback to instructional coaches to enhance their practice and improve the impact coaches have on teaching and learning. Learning walks with administrators, coaches and DTAL/DOSL are conducted to qualitatively monitor the transfer of PL into teacher practices.</p> <p>School climate, parent, teacher and principal surveys are also conducted annually to ensure parent, student and staff needs are met and to inform social emotional and academic instructional strategy PL sessions in alignment to the Virginia Standards of Learning, VDOE teacher performance standards and the VBCPS Teaching and Learning Framework. Professional learning is provided to coaches through the lens of supporting teachers, and our coaches partner with all offices to facilitate professional learning to teachers, administrators and teacher assistants. Reports are posted weekly to Schoology and to our Web Reporting System. Administrators can review data on a daily basis to inform feedback, identify reporting group performance gaps, and meet student and teacher needs through professional learning and coaching support. Family Review data is also collected annually to inform our coaching goals and ensure we are communicating and connecting Title II coaches with parents to support the parent-school connection. In addition, the Office of Professional Growth and Innovation (PGI) provides professional learning session data and comprehensive feedback to all coaches who facilitate professional learning following presentations and trainings. This data helps our coaches and division leaders refine their practice and ensure we are meeting teacher/administrator needs.</p>

**B. PROGRAM OVERVIEW (CONTINUED)**

3.	<b>TEACHER QUALITY:</b> Describe results of the 2020-2021 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))
	<p>VBCPS strives to ensure reading and math achievement are prioritized while addressing achievement gaps. To this end, VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher capacity for meeting the needs of VBCPS students. To have the highest impact on student achievement and to meet state and local benchmarks, as well as demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Title II coaches will collaborate, model and assist teachers in utilizing data to drive instruction and meet student needs. According to the IPAL 2020-21 report, 1.17% of teachers are serving in a placement for which they are not endorsed or licensed, and 5.47% are serving with provisional licenses. The Department of Human Resources works in collaboration with teachers and administrators to send them updates with information on the requirements that need to be met to be licensed and endorsed in the position they serve. VBCPS offers a multitude of professional learning opportunities to all staff members, including Title II coaches. After analysis with licensure and human resources, it was found that all Title I teachers are properly endorsed and/or have already submitted their documentation to receive their licenses.</p> <p>VBCPS offers all staff ongoing professional learning (PL) to develop highly effective educators and meet the needs of all learners. VBCPS's Office of Professional Growth and Innovation (PGI) works with DTAL to provide ongoing professional learning (PL) and specialized pathways and cohort trainings. Title II math and reading coaches participate in content specific PL, culturally responsive practice PL and research-based coaching PL at monthly trainings monthly and engage in aligned book studies. Aspiring administrators and current administrators also participate in leadership pathways. Teachers are offered job-embedded PL by their school-based Title II reading and math coaches in addition to being offered optional after school learning opportunities throughout the year. New teachers are offered mentors and participate in our Teacher Orientation and Continuous Learning Institute (TOCLI). Title II coaches participate in these PL opportunities to build their capacity and serve as facilitators of PL provided to principals and staff. The Department of Human Resources partners with school administration and DTAL to ensure the attainment of effective teachers and staff who are properly licensed in their endorsed areas. Quarterly reviews of the IPAL report also provide accountability and transparency of licensure. PL to coaches and teachers (facilitated by coaches) aligns to the teacher performance standards and the coaching evaluation rubric VBCPS utilizes to support teachers in becoming more effective and increasing student learning.</p>
4.	<b>PRIORITIZING FUNDS:</b> Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))
	<p>VBCPS has no schools identified as comprehensive or targeted support schools. Funding is prioritized by targeting schools performing in the two lowest quartiles on the state assessment, PALS and RI data when compared to all VBCPS schools, in addition to considering the number of coaches allocated to schools by other funding sources. Instructional coaches funded through Title II, Part A, will supplement the core instructional program and services provided to all VBCPS schools with local funds. Data analysis was conducted in the spring of 2021 to determine schools with the greatest need for instructional coaching and to determine professional learning (PL) needs of coaches for the 2021-2022 school year. All schools were rank ordered by the spring 2019 raw score data (due to not having 2020 SOL scores) and by their three-year trailing data for SOL testing years 2017, 2018, and 2019. We will also examine SOL data available to us from the 2021 Spring data and make necessary adjustments. Based on the results, instructional coaches were assigned to schools in danger of not meeting state and local benchmarks or with under-performing data and a need for more instructional coaching support. PL will be planned and provided during 2020-2021 to meet the needs of the instructional coaching staff.</p> <p>Professional learning will be based on survey results and an ongoing review of multiple data points including benchmarks, reading inventory, PALS assessment, PL feedback and standardized learning assessments. VBCPS ensures coaches supported through Title II, Part A, supplement local efforts provided through non-federal sources. Without the Title II, Part A, funds, these schools would not have the benefit of these additional instructional coaches to support teachers in meeting the needs of their students and increasing student achievement. Instructional coaching survey data indicates that coaches played a pivotal role in the effectiveness or teacher practice and student learning pre-pandemic, and played an even more critical role during the pandemic.</p>

**B. PROGRAM OVERVIEW (CONTINUED)**

5.	<p><b>ALIGNMENT TO STANDARDS:</b> Describe how the program activities will align with Virginia's accountability plan, and how the activities are aligned to challenging State academic standards. Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))</p> <p>The planning process used to develop the program began with a review of three-year trend data of state and local assessments with the executive leadership and the division math and reading coordinators and specialists. The purpose of this consultation was to determine the schools that would most benefit from additional support. Teachers and administrators contributed as stakeholders by completing a survey on the effectiveness of the coaches, and these survey results were reviewed. Input was received from private schools via consultation sessions. Without the Title II, Part A, funds, these schools would not have the benefit of instructional coaches to support student achievement. Title II instructional coaches are expected to be content and pedagogy experts to support teachers in planning, teaching and assessing. Coaches use multiple coaching strategies (e.g., co-teaching, presentations creating a video library of coaches modeling small group instruction, co-planning and implementing coaching cycles). DTAL participates in state SOL committees as well to ensure they are informed of any changes in assessment and SOL revisions to ensure the coaching and curriculum documents we develop align to the expectations of the state in addition to the teacher performance standards. VBCPS developed a coaching profile which will be utilized as part of the instructional coaches evaluation to align their practices to meet state academic standards. VBCPS ensures coaches supported by Title II, Part A, grant were a supplement and not a supplant to non-federal funds that would otherwise be available.</p> <p>Expectations for coaches include but are not limited to: 1.The instructional coach demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences; 2. The instructional coach plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources and data to meet the needs of all students; 3. The instructional coach effectively engages learners in learning by using a variety of instructional strategies in order to meet individual learning needs; 4. The instructional coach systematically gathers, analyzes and uses all relevant data to measure student academic progress, guide instructional content and delivery methods and provide timely feedback to both students and parents throughout the school year; 5: The instructional coach uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning; 6: The instructional coach maintains a commitment to professional ethics, communicates effectively and takes responsibility for and participates in professional growth that results in enhanced student learning. 7: The work of the instructional coach results in acceptable, measurable and appropriate student academic progress.</p>
6.	<p><b>PROFESSIONAL GROWTH:</b> Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))</p> <p>VBCPS Title II instructional coaches are expected to engage in high-level professional growth and application of skills to contribute to the development of others. VBCPS departments of PGI, DTAL and DOSL partner to provide ongoing professional learning (PL) to coaches in monthly math and reading specialist cohort meetings aligned to the topics of social-emotional learning, equity, math/reading best practice, Hattie's research and high-impact strategies and instructional coaching best practices (e.g., Diane Sweeney's Student Centered Coaching and Jim Knight's Instructional Coaching pedagogy and frameworks, and Catalyzing Change in Mathematics). In turn, our coaches provide high-quality PL to teachers, administrators and teacher assistants to build their capacity to provide a high quality instructional program and meet student needs. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, staff and Title II, Part A, staff to collaborate and share instructional practices.</p> <p>Instructional coaches spend time collaborating with grade level chairs to build their capacity and leadership skills and offer a wide range of opportunities for teacher leadership growth in combination with the Office of Professional Growth and Innovation (PGI). Instructional coaches and coordinators/specialists provide professional learning monthly to elementary principals. Administrators can also participate in PL at their school sites when Title II coaches facilitate weekly collaboration using data analysis processes, modeling instruction for teachers and staff trainings. PGI provides leadership development, career advancement, and new employee support. The professional learning program ensures that teachers and staff receive high quality relevant and sustained learning opportunities. Another program of this office is LEAD Virginia Beach. This program is designed to grow and nurture aspiring, new and experienced administrators. Finally, The VBCPS Induction Program supports novice teachers during their first three years of teaching. This support begins with the Teacher Orientation and Continuous Learning Institute (TOCLI) and continues with ongoing training and the assignment of highly trained mentors. New Title II coaches are also grouped into supportive cohorts for additional support and provided a mentor.</p>

B. PROGRAM OVERVIEW (CONTINUED)	
7.	<p><b>PROFESSIONAL DEVELOPMENT:</b> If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.</p> <p>VBCPS is committed to building capacity of instructional staff and administrators in order to provide its students a high quality effective educational experience in which all students are successful. Funds from Title II, Part A, are utilized to employ instructional coaches to build the capacity of teachers and raise student achievement. VBCPS believes ongoing professional learning grounded in research and best practice is vital to ensuring the success of teachers and students. In order to provide our teachers more than the traditional model of "sit and get" professional learning, we have emphasized application of skills, modeling, and following up on professional learning by reporting results and testing what is learned in addition to investing in instructional coaching. Instructional coaching provides teachers job-embedded relevant professional learning that is student-centered and teacher informed. We deploy the framework of Jim Knight (identify, learn, improve) and approaches of Elena Aguilar (author of The Art of Coaching), Jim Knight (Author of Better Conversations and Instructional Coaching) and Diane Sweeney (author of Student-Centered Coaching) in a coach-teacher partnership in which the teacher and coach analyze student data, needs and learning styles in addition to current teacher practice to adjust and implement practices that will close learning gaps and meet the needs of all learners.</p> <p>VBCPS developed a coaching profile aligned to the seven instructional performance state standards. We extended the standards by adding criteria related to the role of a coach to impact teacher practice and student achievement. Title II, Part A, instructional coaches are expected to provide professional learning (PL) to all instructional staff (teachers, principals, teacher assistants/paraprofessionals, special education and specialists such as art, P.E., and music teachers). PL is provided in a variety of formats: staff meetings, teacher work week, new teacher induction week, monthly and quarterly administrator meetings, ongoing division trainings, weekly grade level collaboration at schools and job embedded instructional coaching following the framework of identify, learn, improve in which the coach and teacher partner to set a student achievement goal, identify practices they will implement to test results on student learning and make informed instructional decisions. Title II coaches model, co-teach, lead grade level data-analysis and planning meetings, and engage in coaching cycles to ensure effective research-based strategies are used to support students. Strategies for improving student academic achievement, increasing teachers' professional knowledge and ensuring equitable practices are used to meet student needs is the goal of instructional coaching in VBCPS. By building teacher capacity, we also retain high quality teachers.</p>
8.	<p><b>PROFESSIONAL DEVELOPMENT:</b> If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).</p> <p>VBCPS does not plan to use funds for professional development presenters or trainings outside of the professional learning provided by the instructional coaches funded through Title II in the 2021-22 school year. Schools with the highest need for instructional coaching and with limited access to coaches, are provided great support by Title II through weekly collaboration and professional learning community meetings, co-teaching, modeling lessons and data analysis to co-plan effective instruction. Each grade level at every school also has a designated TLLT (Transformational Learning Lead Teacher). The TLLT for every grade level attends quarterly professional learning sessions to review curriculum, research-based practices and collaborate with other teacher leaders across the division. The trainings are led by curriculum coordinators and instructional specialists from the Department of Teaching and Learning. During the TLLT meetings in 2020-21, we focused the learning on performance based assessment and student feedback. Because of this professional learning, 100% of elementary schools collected student work samples and collaboratively scored performance assessments using the strategies and tools provided in the professional learning which Title II coaches also receive support in so they can facilitate these important meetings and professional learning experiences at their schools in addition to the TLLT at every school.</p>
9.	<p><b>CLASS-SIZE REDUCTION:</b> If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.</p> <p>N/A</p>

**C. COORDINATION OF SERVICES (2 PAGES)**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. **Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.**

Funds from Title II, Part A, and local operating funds will be used to support instructional coaching in the core content areas of reading and mathematics. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, and Title II, Part A, staff to collaborate and share instructional practices. In addition, all instructional coaches, including Title II reading and math, will participate in a professional learning experience offered by Diane Sweeney, author of Student-Centered Coaching to enhance their coaching strategies and approaches to ensure student achievement is improved by the instruction teachers provide. Our division provided Language Essentials for Teachers of Reading and Spelling training (LETRS) to all literacy leaders and Title II reading coaches, which earned the International Dyslexia Association's Accreditation. This training will provide Title II reading coaches with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. Title II math coaches also participated in monthly PL to support best practices in responding to the pandemic, virtual instructional strategies aligned to the concrete-representational-abstract math model and how to engage students in collaborative discourse in a virtual setting. They, in turn, were able to support teachers in providing these effective learning experiences to their learners.

In the last 7 years, the division has also partnered with the University of Virginia (UVA) and then LETRS to provide reading coaches and teachers (general education, special education and English as a Second Language teachers) aligned evidence based PL to help teachers and coaches enhance their reading practices and address student literacy deficits. Math coaches have engaged in monthly mathematics PL, culturally responsive practice PL and SEL in mathematics PL to support all young mathematicians and identify their misconceptions to build conceptual understanding to support rigorous math coursework. Our Director of Opportunity and Equity, provided training for administrators, DTAL staff, teachers and coaches on culturally responsive practices. We also hold an annual equity conference for teachers, coaches and administrators to engage in professional learning and study subgroup data. In 2020, Doug Fisher provided social-emotional learning and equity professional learning to principals and DTAL and in 2021, Doug Reeves provide Title I and II coaches, principals and teachers elementary training on standards based grading and effective feedback within our small group instructional model. This learning supported administrators in setting measurable goals as part of their school improvement plans to address equity gaps and put interventions in place to meet the needs of all students. Elementary schools also implemented morning meetings to provide more opportunities for community building and social emotional learning. Our PGI office has provided ongoing Responsive Classroom professional learning and resources to schools to support these approaches as well.

The Department of Human Resources (HR) holds annual recruiting events to recruit diverse staff members and ensure our division can successfully fill all positions with highly qualified, properly licensed and endorsed teachers. The Department of Human Resources (HR) holds annual recruiting events to recruit diverse staff members and ensure our division can successfully fill all positions with highly qualified and properly endorsed teachers. Additional examples of partnerships and outreach HR has established to support our students are with Fleet & Family Support Center (FFSC), NAS Oceana Job Fair, Norfolk State Career Expo, Tidewater Association of School Personnel Administrators (TASPA), East Carolina University, College of Engineering and Technology Career Fair, East Coast Polytechnic Institute University (ECPI) , VB Campus Fall Career Fair, 6th Annual Veteran Symposium & Career Fair Advanced Technology Center, 5th Annual Eastern Virginia Regional Diversity and Inclusion Conference, Greater Norfolk Community Job Fair, American Council on the Teaching of Foreign Languages (ACTFL) and Fleet & Family Support Center (FFSC), Norfolk Job Network-Employer Panel.

C. COORDINATION OF SERVICES (CONTINUED)

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**D. MEASURABLE OBJECTIVES**

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

**What is a Measurable Objective?**

A measurable objective has four components:

- a) **Subject** (Who is the target or focus?);
  - b) **Behavior** (What will be changed/improved?);
  - c) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
  - d) **Time period** for performance or assessment.
2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.**

**Measurable Objective 1:**

By June 2021, 90% of schools receiving Title II, Part A, funds via an instructional coach will meet or exceed Federal, state, and local benchmarks in Reading and Mathematics (English 75% and Mathematics 70%).

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

\*Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

\*Professional learning will be provided in coaching models, the coaching rubric and content specific strategies.

\*Coaching cycles following the Jim Knight framework (identify, learn, improve) will be used to support teachers in setting goals for coaching and implementing effective practices to meet student needs.

\*Coaches will participate in professional learning following Diane Sweeney's student-centered approach to focus on impact on student learning.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By June 2021, 85% of Kindergarten through third grade students in schools receiving Title II, Part A, funds via a reading instructional coach will meet or exceed the end of year PALS sum score benchmark.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

\*Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

\*Coaching cycles following the Jim Knight framework (identify, learn, improve) will be used to support teachers in setting goals for coaching and implementing effective practices to meet student needs.

\*Coaches will participate in professional learning following Diane Sweeney's student-centered approach to focus on impact on student learning.

\*All reading coaches will participate in LETRS training. Support coaches and teachers in use of diagnostic, formative and summative assessments to identify student strengths and weaknesses and plan instruction accordingly

\*Facilitate grade level collaborations and professional learning (PL) focusing on the Plan Teach Assess model to support teachers in implementing VBCPS curriculum for whole group and small group instruction.

Measurable Objective 3:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 4:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:



















**G. BUDGET SUMMARY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		<b>Title IV, Part A, Transferability</b> <b>Award S424A210048</b> <b>Project Code APE60022</b>			
		0.00			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Personal Services	0.00		Yes	
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00		Yes	
3000 - Purchased/Contracted Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		Yes	
4000 - Internal Services	Internal Services				
	Total Internal Services	0.00		Yes	
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00		Yes	
6000 - Materials and Supplies	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		Yes	
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00		Yes	
TOTAL BUDGET		0.00			
TOTAL SET-ASIDE		0.00			
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00			
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	0.00



Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.	

[illegible]



Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

**NOTE: All tuition-related expenses should be included in this object code.**

[illegible]

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.	

[illegible]

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

[illegible]

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

[illegible]

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

[illegible]

Total for Object Code:	0.00
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I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2021-2022 school year, the following information on teacher and paraprofessional quality from the 2020-2021 and 2019-2020 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

[See Instructional Personnel and Licensure Report \(IPAL\), as outlined in Superintendent's Memorandum Number #245-19, October 11, 2019.](#)

Teachers (all schools and all federal core content subjects)

	2020-2021	2019-2020
Number of classes taught by properly licensed and endorsed teachers	17,442	17,677
Number of classes not taught by properly licensed and endorsed teachers	158	203
Total classes	17,600	17,880
Percent of classes taught by properly licensed and endorsed teachers	99.1%	98.9%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2020-2021 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

**EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS (CONTINUED)**

Part 1	<p>From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers.</p> <p>Division wide, according to the IPAL 2020-2021 report, 1.17% of teachers are serving in a placement for which they are not endorsed or licensed, and 5.47% are serving with provisional licenses. Division wide, the percentage of schools with certified and properly licensed instructional personnel is 99.10% for 2020-2021. Upon review of the IPAL report and current data with Human Resources (HR) and Licensure specialists, it was found that 98.81% of Non-Title I school staff are properly licensed or endorsed and that 98.08% of Title I schools' instructional staff are properly licensed or endorsed (Title I schools: Title I schools: Bayside ES = 100%, Birdneck ES = 100%, Brookwood ES = 100%, College Park = 100%, Diamond Springs = 100%, Green Run ES = 97.62%, Holland ES = 100%, Luxford ES = 100%, Lynnhaven ES = 100%, Newtown ES = 100%, Parkway = 100%, Point O'View = 100%, Rosemont = 100%, Seatack = 97.3%, Williams = 100%, Bayside 6th = 100%, Bayside MS = 97.05%). Upon further review and consultation with HR and Title I, 100% of all Title I instructional staff are properly licensed and endorsed and/or have submitted the proper documents to VDOE in order to receive their license or endorsement. VBCPS works to provide due diligence to the employee and VDOE on ensuring our teachers and instructional personnel are properly licensed and endorsed.</p>
Part 2	<p>Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)</p> <p>Our human resources and licensure team regularly screens applicants for both license eligibility and quality. Applicants who meet requirements are recommended to principals for consideration. We avoid hiring ineffective teachers by assisting principals with checking/reviewing references and previous evaluations when hiring recommendations are made. As a rule, we do not hire teachers to teach subjects for which they lack the endorsement. Our team regularly screens applicants for both license eligibility and quality. Applicants who make the cleared by licensure are placed in special applicant folders for principals to review. In addition, we counsel teachers, send letters to teachers and their supervisors to keep them informed on their certification renewal requirements and assessments that they require. Our Office of PGI (Professional Growth and Innovation) also works to offer high quality professional learning (PL) to support teachers in receiving licensure renewal points and staying effective in their practice. Multiple PL are offered each week for teachers to choose from in addition to the job embedded coaching and PL they engage in weekly at their schools from instructional coaches.</p>
Part 3	<p>Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)</p> <p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, culturally responsive practices and social emotional learning. Our division has a deep commitment to equitable practices and ensuring that institutional racism and discrimination is eliminated. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity, culturally responsive practices and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted the CASEL social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division adopted the CASEL SEL framework and our profile of a graduate and profile of an instructional coach address diversity, cultural competency and equity for all individuals.</p>
Part 4	<p>Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)</p> <p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, culturally responsive practices and social emotional learning. Our division has a deep commitment to equitable practices and ensuring that institutional racism and discrimination is eliminated. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity, culturally responsive practices and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted the CASEL social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division adopted the CASEL SEL framework and our profile of a graduate and profile of an instructional coach address diversity, cultural competency and equity for all individuals.</p>

**J. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☒

Yes (If yes, complete the remainder of this page).

☐

No (If no, it is not necessary to complete the rest of this page).

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes).

☐

Regular Mail

☐

Certified Mail

☒

Telephone Calls

☒

Meetings

☐

Visits to the Private School

☒

Other (Please specify)

docuSign Email

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	1,520,997.18
b. Amount of funds allocated for administration	0.00
<b>c. Amount to use for set-aside calculations</b>	<b>1,520,997.18</b>

4. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	0.00
b. Amount of funds allocated for administration	0.00
<b>c. Amount to use for set-aside calculations</b>	<b>0.00</b>



### CALCULATION OF SET-ASIDES

5. What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2021-2022 school year? 64,611
6. Complete the chart below:
- In Column A, list all eligible private schools in the geographic boundaries of the school division.
  - In column B, indicate the participation status of the listed private school(s) for the 2021-2022 award year, as a result of consultation.
  - In column C, enter the K-12 enrollment of private schools participating in services for the 2021-2022 award year.
  - Columns D and E will automatically calculate the value of services for the 2021-2022 award year.
  - In Column F, indicate the method of notification for each private school.
7. For the 2021-2022 award year, enter the estimated private school-set aside (Cell H74) onto the Summary Budget Tab under the 'Budget for 2021-2022' column in the appropriate object codes on the 'Private School Set-Aside' lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the 'Private School Set-Aside for 2021-2022' lines.

Value of Services for Participating Private Schools from the Title IIA 2021-2022 Budget	Value of Additional Services for Participating Private Schools from the 2021-2022 TRANSFERABILITY Budget	Total value of services for Public Schools from the 2021-2022 Budget	Total Value of Additional Services for Public Schools from the 2021-2022 TRANSFERABILITY Budget
59,534.30	0.00	1,461,462.88	0.00

A	B	C	D	E	F	G
Name of Each Private School	Participation Status for 2021- 2022 Award Year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2021-2022 Title IIA budget, per school (calculated field)	Estimated Value of Additional Services from 2021-2022 Transferability Funds (calculated field)	Method of Notification (for Non-Participating Schools Only)	Notes
Abundant Life Ministries	No		0.00	0.00	Phone Call, Email	
All Saints Day School	No		0.00	0.00	Phone Call, Email	
Anchor Christian School	No		0.00	0.00	Phone Call, Email	
Bayside Presbyterian Preschool and Kindergarten	No		0.00	0.00	Phone Call, Email	
Beach Day School	Yes	18	407.15	0.00		
Catholic High School	Yes	421	9,522.77	0.00		
Cape Henry Collegiate School	No		0.00	0.00	Phone Call, Email	
Chesapeake Bay Academy	Yes	93	2,103.61	0.00		
Enoch Christian Academy	Yes	15	339.29	0.00		
Gateway Christian School	No		0.00	0.00	Phone Call, Email	
Kempsville Child Development Center	Yes	10	226.19	0.00		
Kids of Grace Preschool and Kindergarten	Yes	14	316.67	0.00		
Kings Grant Academy and Day School	No		0.00	0.00	Phone Call, Email	
London Bridge Baptist Preschool	No		0.00	0.00	Phone Call, Email	mostly preschool students
New Light Baptist School of Excellence	No		0.00	0.00	Phone Call, Email	only 9 students- preschool only
Norfolk Christian School-VA Beach Campus	Yes	83	1,877.41	0.00		
Oaktree Academy	Yes	222	5,021.51	0.00		
St. Gregory the Great	Yes	534	12,078.77	0.00		
St. John the Apostle	Yes	417	9,432.30	0.00		
St. Matthew's School	Yes	420	9,500.15	0.00		
Star of the Sea Catholic School	Yes	190	4,297.69	0.00		
Strelitz International Academy	Yes	91	2,058.37	0.00		
Tabernacle Baptist Academy	No		0.00	0.00	Phone Call, Email	
Virginia Beach Friend's School	Yes	104	2,352.42	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
Total Private School Set-Asides			59,534.30	0.00		
			Use this Figure for Private School Set-Asides in the 2021-2022 Budget	Use this Figure for Private School Set-Asides in the 2021-2022 Transferability Budget		

**K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

VBCPS educators work collaboratively to ensure the overall success (academic, socially, and emotionally) of ALL students. We use differentiated instructional practices and make data-driven decisions about teaching and learning. Special focus is given to the representation of student groups (e.g., students with disabilities, gifted, minority, economically disadvantaged, English learners) in all programs. The division solicits the input of parents and community members often and includes parents and other stakeholders in the strategic planning process. The division uses staff climate survey data to identify opportunities for professional learning, leadership roles and support. The divisions conducts quarterly school support meetings with schools to address performance gaps and discrepancies in discipline data among all reporting groups. Instructional coaches play a critical role in enhancing teacher practice to meet the needs of all learners, support effective IEP goal development, specially designed instruction and support effective interventions as part of our student response team process. During the 20-21 school year, stakeholders participated in the Language Essentials for Teachers of Reading and Spelling (LETRS), including Title II instructional reading coaches, administrators, teachers and special education instructional specialists and coordinators to support the fulfillment of Goal 1 in our Strategic Framework of Educational Excellence. During the 21-22 school year, we plan to include cohorts of teachers, Title I and II instructional coaches and special education teachers in additional LETRS training. Title II funds will not be utilized for this training; however, the training will support instructional coaches in the meeting the needs of learners. Title II instructional math coaches also participated in professional learning sessions during the 20-21 school year related to gaps in mathematics and examined practices related to students with disabilities and across other contexts. The School Board adopted an Equity Policy in 2020, and the division's Office for Diversity, Equity and Inclusion is conducting an equity audit to inform our practices further. VBCPS ensures equity in hiring by visiting local and out-of-state colleges for recruiting and interviewing an array of candidates. VBCPS adheres to the principles of equal opportunity in employment and, therefore, prohibits discrimination in terms and conditions of employment based on race, sex, national origin, color, religion, age, or disability. VBCPS is an equal educational opportunity school system.

**EXPENDITURE ACCOUNT DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** – 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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**GENERAL ASSURANCES**

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section
    16. It will comply with the other application requirements outlined in
      - Section 8501. Private School Children;
      - Section 8502. Bypass; and
      - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

**PROGRAM SPECIFIC ASSURANCES****The school division/grantee assures:**

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with Section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.



**Warning.**  
Enable macros if  
indicated

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title III, Part A, Language Instruction for English Learners and Immigrant Students**

Due by: **July 1, 2021**  
**2021-2022**

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools  
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
	<b>Print All Tabs below</b>
	Budget Check
	Narrative
	Budget Summary
	Transferability
	Title III Program
	IY
	Private Schools
	GEPA
	Expenditure Descriptions
	General Assurances
	Program Specific Assurances

**Print Reports**  
Select the tabs to print.  
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to Go to the Desired Page	
	Budget Check
	Cover Page (Narrative Tab)
	Budget Summary
	Detailed Budget Breakdown (Budget Summary Tab)
	Transferability
	Detailed Budget Breakdown (Transferability Tab)
	Programs & Services for ELs & Their Families
	Measurable Objectives (Title III Program Tab)
	Title III Program Details (Title III Program Tab)
	Immigrant Children and Youth (IY)
	Private School Participation
	Calculation of Set-Asides (Private Schools Tab)
	General Education Provisions Act (GEPA)
	Expenditure Descriptions
	General Assurances
	Program Specific Assurances



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title III, Part A, Language Instruction for English Learners and Immigrant Students**

2021-2022

**Autocalculated Budget Check**

**Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated the budgets are balanced.**

School Division: Va Beach City Public Schools  
Division Number: 128

**Budget Summary Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	

**Detailed Budget Breakdown**

	Does the Detailed Budget Breakdown Match the Total Allocation?	
--	----------------------------------------------------------------	--

**Transferability Tab**

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

**Detailed Budget Breakdown**

	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	
--	------------------------------------------------------------------------------------------	--



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**A. COVER PAGE**

Title III, Part A, Language Instruction for English Learners and Immigrant Students

**2021-2022  
Individual Program Application**

**Due by July 01, 2021**

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

**To be Completed by School Division**

Applicant (Legal Name of Agency):	Division Number:	Title III, Part A Coordinator:	
Va Beach City Public Schools	128	Kathleen Cahoon-Newchok	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-263-1466	Ext: <input type="text"/>
2512 George Mason Drive, Virginia Beach, VA 23456	Email:	kathleen.cahoon-newchok@vbschools.com	

2021-2022 Title III, Part A Allocation:	183,462.61	EL Award Amount:	183,462.61	I/Y Award Amount:	
-----------------------------------------	------------	------------------	------------	-------------------	--

Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/08/21 .

Superintendent's Signature  
Aaron C. Spence, Ed.D.  
Superintendent's Name  
  
06/08/21  
Date

Board Chairperson's Signature  
Carolyn T. Rye  
Board Chairperson's Name  
  
06/08/21  
Date

**Application Submission, Approval, and LEA Expenditure of Funds:** Applications for Federal Funds are due by July 01, 2021. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2021, the electronic application must be received at the Virginia Department of Education by July 01, 2021, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

2021-2022
School Division: Va Beach City Public Schools
Division Number: 128

Title III, Part A, Language Instruction for English Learners and Immigrant Students

APPLICATION INFORMATION

Does the allocation total match the total in cell F24?

Yes

2020-2021 Allocation	2020-2021 Consolidated Yes or No	Eligible Program			2021-2022 Allocation Total
183,462.31	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)			183,462.61
		a. EL Subgrant	Subtotal	183,462.61	
		b. Immigrant Children and Youth Subgrant	Subtotal	0.00	
		Title II, Part A Transferability			0.00
		Title IV, Part A Transferability			0.00
		Total Allocation			183,462.61

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title III, Part A, English Learners (EL Subgrant)	

Page 2

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
9.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

**B. BUDGET SUMMARY**

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other federal requirements, as well as those under State or local laws.

		Title III, Part A Budget for 2021-2022 Award: S365A210046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	183,462.61	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative	0.00		
	Non-Administrative	109,517.94		
	Private School Set-Aside	0.00		
	Total Personal Services	109,517.94	0.00	Yes
2000 - Employee Benefits	Administrative	0.00		
	Non-Administrative	36,198.43		
	Private School Set-Aside	0.00		
	Total Employee Benefits	36,198.43	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services	32,043.43		
	Private School Set-Aside	0.00		
	Total Purchased/Contracted Services	32,043.43	0.00	Yes
4000 - Internal Services	Internal Services	0.00		
	Private School Set-Aside	0.00		
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost	3,597.31		
	Non-Administrative	0.00		
	Private School Set-Aside	0.00		
	Total Other Charges	3,597.31	0.00	Yes
6000 - Materials and Supplies	Administrative	0.00		
	Materials	2,000.00		
	Private School Set-Aside	105.50		
	Total Materials and Supplies	2,105.50	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		183,462.61	0.00	
TOTAL ALLOCATION		183,462.61		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference	0.00
TOTAL SET-ASIDE		3,597.31		
TOTAL PRIVATE SCHOOL SET-ASIDE		105.50		

NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.  
(2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.  
(3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.  
(4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.



### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

FICA	7.65%
VRS	16.62%
RHIC	1.21%
HEALTH	\$9,980.15 per eligible employee
LIFE	1.34%

[illegible]

Total for Object Code:	36,198.43
------------------------	-----------













**D. BUDGET SUMMARY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A210044 Project Code APE60016		Title IV, Part A, Transferability Award S424A210048 Project Code APE60023	
		0.00		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM			DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Personal Services	0.00		0.00	Yes
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00		0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		0.00	Yes
4000 - Internal Services	Internal Services				
	Private School Set-Aside				
	Total Internal Services	0.00		0.00	Yes
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00		0.00	Yes
6000 - Materials and Supplies	Administrative				
	Materials				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		0.00	Yes
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00		0.00	Yes
TOTAL BUDGET		0.00		0.00	
TOTAL SET-ASIDE		0.00		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	0.00

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Choose the appropriate category for each expense in the dropdown list under "Funding Source."**

Yes

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds).

[illegible]













Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

[illegible]

## F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

### Federal Civil Rights Requirements

**Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.**

**Description of an Effective LIEP Supported by Local and/or State Funds:** The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

### Narrative Boxes:

**Box 1: Using Local and/or State Funds:** Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language skills and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.

The English learner (EL) student population in Virginia Beach City Public Schools (VBCPS) represents approximately 2.3% of the school division's student population with the ESL program servicing more than 1,700 students. Except for Title III funds, and one Title-I funded ESL teacher, the local budget and state monies fund the VBCPS ESL program. The foundation of the ESL program is the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards coupled with the state Standards of Learning and the school division's curricular objectives. At the elementary level, active and opt-out ELs are clustered in one teacher's classroom per grade level; the ESL teacher pushes in the grade-level, EL cluster content classroom, differentiating instruction for the varying levels of ELs while teaching the English language through the content area. Elementary ESL teachers also pull-out small groups of newcomers and other ELs for intensive English language development instruction. In middle school, all ELs, including opt-out ELs, are clustered in an English core classroom per grade level; in this inclusive model, the ESL teacher pushes in with the EL cluster during English core providing support and assistance while differentiating instruction for the clustered English learners. Additionally, beginning with the 2021-2022 school year, ELs at WIDA ELD levels 1.0-2.5 will receive intensive English language development instruction in an ESL elective class. The high school program is a pull-out program in which each high school offers three distinct courses for ELs (English as a Foreign Language I [EFLI]/English as a Second Language I [ESL I], English as a Foreign Language II [EFLII]/English as a Second Language [ESL II], and ESL Effective Reading Skills). The high school Newcomer Program will resume in the 2021-2022 school year after an interlude during the 2020-2021 school year due to implications of the COVID-19 pandemic. The Newcomer program is a two-semester program that welcomes eligible recently-arrived ELs, assisting them with the development of English language survival skills and aids students in their adaptation to a new culture. All EL students, if eligible, are provided the same opportunities as their English-speaking peers (i.e., special education, gifted education, PALS, Read 180, System 44, AVID, SOL tutoring, sports, summer school, etc.). Additionally, local funds support an ESL summer school program for secondary students at levels 1.0-2.9. The purpose of this summer program is to provide intensive English language development instruction for secondary ELs at lower ELD levels.

**Box 2: Using Local and/or State Funds:** Describe the division's plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.

Much professional development for educators of English learners (ELs) continues to be funded by the local budget. School administrators overseeing the ESL program in their buildings attend a mandatory session regarding Title III compliance and the ESL program. ESL teachers annually attend mandatory training regarding ESL program instruction, compliance, the English Learner Team/EL Committee procedures, ELP assessments, and the tracking of ELs, opt-out ELs, and former ELs in the student information system. Additionally, ESL teachers attend monthly professional development sessions during the school day and new ESL teachers have additional time built into these meetings to receive extra support. All teachers, PreK-12, participate in divisionwide mandatory training on the framework for teaching and learning and specific academic discipline training/curriculum updates. ESL and classroom teachers have been invited to participate in professional learning sessions offered by VBCPS on the topics such as SOL accommodations for ELs, strategies and supports for ELs in the content areas, oral language and literacy for elementary and secondary newcomer English learners, teaching reading to ELs, engaging ELs through the use of interactive notebooks, vocabulary instruction, and advocating for ELs. These sessions are offered twice a school year to PreK-12 classroom teachers and administrators. Designated staff from participating private schools are offered the opportunity to attend VBCPS ESL professional development sessions in support of the equitable services provision. In addition, Title III funds are used to allow VBCPS educators to attend professional learning opportunities, such as conferences and workshops, related to the instruction of ELs. Teachers will be expected to share with their schools and/or ESL staff the instructional strategies/supports/best practices gained from the professional learning opportunities.

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

**Implementation of an Effective LIEP Supported by Local and/or State Funds:** The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

Box 3:	Provide the following information regarding the division-wide EL population for SY 2020-2021
The number of ELs division-wide (Level 1-4.3)	1,738
The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment) - <b>Not Required</b>	
The percentage of ELs who made progress toward reaching proficiency - <b>Not Required</b>	
The number of endorsed ESL teachers directly serving ELs	43

Box 4:	Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.
<p>ELEMENTARY: Minutes per week: Grades 3-5 ELP levels 1: minimum of 90 minutes per week and 2 sessions per week; grades 3-4 level 2: minimum of 60 minutes per week and 2 sessions per week; grades 3-5 level 3 and grades 1-2 levels 1-3: minimum of 50 minutes per week and 1 session per week; kindergarten, grade 1 levels 4-5, and grades 2-5 level 4: minimum of 1 30-minute session per week. As noted in the VBCPS scheduling guidelines, ESL services are provided in both the grade level EL cluster content classroom and via pull-out instruction; ESL teachers may pull-out ELs within 2-3 grade levels for small group second language instruction. MIDDLE SCHOOL (grades 6-8): ELP levels 1.0-2.5: minimum 90-120 minutes per week; levels 2.6-3.3: minimum 60-90 minutes per week; levels 3.4-3.9: minimum 60 minutes per week; levels 4.0-4.4 (ACCESS) or 4.5 (WIDA Screener): minimum 30-minutes per week. ELs at levels 1-3 receive a minimum of 2 sessions per week and level 4 ELs a minimum of 1 session per week. HIGH SCHOOL: Site-Based High School ESL Grades 9-12 (Block Scheduling with offerings of 3 distinct courses for ELs). Due to the implications of the pandemic, high school courses for ELs were offered on a 4x4 block schedule for the 2020-2021 school year only. In 2021-2022, courses will be offered on the A/B block schedule; therefore, ELs will receive 180-270 minutes per week per course. Courses offered are English as a Foreign Language I [EFL I]/English as a Second Language I [ESL I], English as a Foreign Language II [EFLII]/English as a Second Language II [ESL II], and ESL Effective Reading Skills. In 2021-2022, the Newcomer program will offer eligible 1.0-1.9 SLIFE ELs a full-day program for one school year, with some students exiting the Newcomer Program at the end of the first semester and returning to their home schools for ESL instruction program with modifications noted in recommendations 2 through 4; #2: Continue working on recommendations from the year-one evaluation focused on communication and collaboration between ESL and classroom teachers; professional learning for classroom teachers of ELs; and availability of ESL instructional materials; #3: Ensure ELs are clustered in classrooms at the elementary and middle school levels to the greatest extent possible; #4: Review the high school model due to lower staff agreement percentages, decreases in staff satisfaction, and the percentage of eligible ELs opting out of services.</p>	

**Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds:** The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

Box 5:	Describe the division's procedures to evaluate programs and services for ELs. Include the following information: <ul style="list-style-type: none"> <li>• A timeline for evaluation;</li> <li>• The titles of stakeholders involved in the evaluation process; and</li> <li>• The data collected by the division to determine the effectiveness of the LIEP. Data elements may include EL academic achievement indicators by grade span or content area, specific LIEP secondary courses, student or parent surveys, EL graduation rates, ELs with disabilities, Long Term ELs, formerly ELs (4.4+ on the ACCESS for ELLs assessment).</li> </ul>
<p>The Office of Planning, Innovation and Accountability (PIA): Office of Research and Evaluation is engaged in a multi-year evaluation of the ESL program. In 2017-18, the evaluation plan was developed with program managers, including the identification of measurable goals and objectives that would be assessed. The goals focused on professional learning for staff; choices and opportunities available to ELs; ELs' social and emotional development; ELs' development of English language proficiency; and providing parents of ELs with supports/services needed to participate in their child's education. The recommendations were: #1: Begin a 3-year evaluation during 2018-19 focused on evaluating the implementation of the ESL program with a year-1 report presented to the School Board in fall 2019; #2: Continue the evaluation of the program during 2019-20 maintaining the focus on implementation with a year-2 report presented to the School Board in fall 2020; and #3: Conduct the final evaluation of the program during 2020-21 shifting the focus from implementation to program effectiveness in terms of student outcomes with a year-3 comprehensive evaluation report presented to the School Board in fall 2021. In 2018-19, qualitative data were collected through meetings with program managers, document reviews, and open-ended survey questions. Quantitative data were gathered from Student Record Collection reports and through surveys. Surveys included staff and students who indicated another language was spoken at home. On 02/11/20, the recommendations presented to the School Board were: #1: Continue the ESL program with modifications noted in recommendations 2 through 6; #2: Develop a plan to provide translation and interpretation services when needed to communicate with parents/families of ELs; #3: Implement new strategies to improve communication and collaboration between ESL and classroom teachers; #4: Enhance professional learning related to ESL instruction by providing expanded professional learning opportunities for ESL teachers and encouraging classroom teachers to participate in ESL-related professional learning; #5: Expand the availability of ESL instructional materials and resources; #6: Encourage EL students to participate in a variety of curricular options to help them reach their goals. In 2019-20, EL student data were collected from the data warehouse as well as through surveys of staff, EL students, and EL parents. On 10/27/2020, the recommendations presented to the School Board were: #1: Continue the ESL program with modifications noted in recommendations 2 through 4; #2: Continue working on recommendations from the year-one evaluation focused on communication and collaboration between ESL and classroom teachers; professional learning for classroom teachers of ELs; and availability of ESL instructional materials; #3: Ensure ELs are clustered in classrooms at the elementary and middle school levels to the greatest extent possible; #4: Review the high school model due to lower staff agreement percentages, decreases in staff satisfaction, and the percentage of eligible ELs opting out of services.</p>	

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 6: If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

Regarding recommendation #1, the ESL program will continue with modifications as stated in the following recommendations. Regarding recommendation #2, ESL and general education teachers will continue to have opportunities to participate in professional learning focused on collaboration/best practices for working with ELs, and all teachers will have access to information for their English learners, including language proficiency levels and accommodations. The Department of Teaching & Learning (DTAL) has contracted with Ellevation and is in the process of implementing the data platform, which will allow ESL and general education teachers to readily access EL data. Moreover, DTAL will continue to provide monthly professional learning for ESL teachers, monthly meetings for new ESL teachers, and professional learning for general education teachers in high-interest/high-need ESL topics. DTAL will continue to advertise these professional learning opportunities so that all teachers are aware of them. Regarding instructional materials, DTAL has purchased materials (using non-Title III funds) to support elementary, middle, and high school ESL teachers and students, including a Learning a-z subscription to Raz-Kids ELL edition and Science a-z, vocabulary picture cards, Continental Press TEAM Toolkits, DK English for Everyone books, English dictionaries, Oxford Picture Dictionaries, and digital editions of the Saddleback Welcome Newcomer and ELL Teen Literacy Library. Regarding recommendation #3, (DTAL) continues to work with schools to tightly cluster elementary and middle school ELs in their classes (recommending that no more than one-third of the class consist of English learners). Regarding recommendation #4, DTAL is reviewing the high school ESL course offerings and SCED code alignments, has committees working on curriculum for EFL/ESL 1 and EFL/ESL 2, and has solicited input from the high school ESL teachers regarding course offerings, enrollment guidelines, and instructional materials.

**Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations:** The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

Box 7: **Using Local and/or State Funds:** Describe how the division provides outreach to LEP parents and families in a language they can understand to allow them the opportunity to participate in their student's education.

Division information is posted on the VBCPS public website, and parents are given the option of selecting a language other than English for translation purposes. VBCPS has contracted with the company Voiance to provide interpretation and translation services. Each school has access to Voiance phone interpretation services. Additionally, ESL program documents, including the Annual Parent Notification Letter, Cover Letter for Interpretation Requests, Exit from EL Status Letter, Home Language Survey, Invitation to ELT (English Learner Team) Meeting, Notification of ELT Meeting Outcomes, and Notification to Opt a Student Out of ESL Services, as well as school registration documents, are translated into the top four non-English languages (Spanish, Tagalog, Vietnamese, and Mandarin Chinese) spoken by VBCPS students. If parents need help understanding a school-related document that is not translated, they may complete the document Cover Letter for Interpretation requests in order to schedule a time to utilize Voiance phone interpretation services for assistance. This Cover Letter translated into the top ten languages (Spanish, Tagalog, Vietnamese, Mandarin Chinese, French, Italian, Japanese, Russian, Turkish, Arabic) spoken by VBCPS students. Each school in Virginia Beach is required to host meetings during the school year strictly for parents and extended families of English learners. Meetings may be held to acclimate parents to the school, to involve them in the education of their child(ren), to respond to their questions, concerns, and recommendations, and to establish a parent network. Parents are invited by flyer, phone, and/or email. Meeting topics may be customized to the English learner population at each school. Meeting invitations/flyers, agendas, attendance, and handouts are documented. Additionally, the Office of Family and Community Engagement has hired a bilingual (Spanish-English) Family Outreach Representative (FOR) who has established a HispanicVoice family empowerment group to provide an anonymous, safe place for families to discuss their experience with the school division, get access to important information, and develop a sense of connection and trust with Virginia Beach City Public schools. The FOR also works to create better accessibility of information for Spanish-speaking families.

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 8: **Coordination of Service.** Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV.

Local funds coupled with state SOQ funds support the costs of the VBCPS ESL program (Title III coordinator, ESL teachers, teacher travel between schools, an office associate, instructional needs, programs and software, assessment needs, professional development for administrators, ESL teachers, classroom teachers, ESL program committee work, core language program training, etc.). All Title I schools receive services from an ESL teacher. English learners from participating private schools are offered VBCPS ESL services in support of the equitable services provision; additionally, participating private schools are offered ESL program professional development. Eligible VBCPS EL students may participate in PALS, reading remediation, mathematics remediation, special education services, gifted services, Independent Reading for Middle School Students (Read 180, System 44), Effective Reading Skills for High School Students (Read 180, System 44), AVID, etc. Title I supports the cost of an additional ESL teacher who provides supplementary support for English learners at identified Title I schools. Title II and Title III collaborate on private school outreach/consultation meetings to support the provision of equitable services for private schools. Title III funding supplements the local budget by compensating the salary and benefits of an English learner instructional specialist.

**Application ESSA Compliance Components using Title III Funds**

**Sec. 3115(g) Supplement Not Supplant:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

**Sec. 3115(c)(1-3) Required Subgrantee Activities using Title III Funds**

Box 9: Describe how the LEA will use **Title III funds** to provide **supplemental support** to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP.

The English learner student population in VBCPS represents approximately 2.7% of the school division's student population with the ESL program servicing more than 1,700 students. With the exception of Title III funding, local dollars fund the following: 1 Title III coordinator for English learners, ESL itinerant teachers, an ESL program office associate, local travel for ESL teachers between schools, textbook adoption materials, content and core language instructional materials, program laptops with accompanying programs/software, ACCESS for ELLs 2.0 tests, test administrators, testing equipment, ACCESS test scoring, etc.

In order to help ELs increase English proficiency and meet the challenging State academic standards, Title III funding will be used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement not supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. Duties of the English learner instructional specialist include mentoring teachers new to the ESL program, including support with lesson planning and implementation of the WIDA standards; coaching and providing assistance to ESL and classroom teachers regarding best-practice instruction of ELs; assisting teachers with EL student scheduling; and coordinating and presenting professional learning for educators of ELs on topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition.

Additionally, funds are used to support registration costs for staff to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE).

Furthermore, Title III funds are used to support the ELLevation data platform, which allows administrators, ESL, and classroom teachers to access EL student data, supports digital English learner meetings for accommodation planning and monitoring purposes, and provides federally-mandated documents in multiple languages.

Also, Title III funds will be used to fund family engagement liaison stipends and food items for family engagement activities.



**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 10:	Describe how the LEA will use <b>Title III funds</b> to provide <b>supplemental support</b> for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others.
<p>Title III funding will be used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement not supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. The English learner instructional specialist's duties include coordinating and developing a variety of professional development sessions relative to content area research and instruction of English learners as well as assisting teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs. Professional development sessions include topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Teachers, administrators, and other educators of ELs PK-12 are invited to attend these professional development sessions.</p> <p>Additionally, funds will continue to be used to support registration costs for staff to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE).</p>	
Box 11:	Describe how the LEA will use <b>Title III funds</b> to provide <b>supplemental support</b> to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs.
<p>The English learner instructional specialist will work with teachers and other educators to promote parental, family, and community participation in LIEP programs. In addition to funding the salary and benefits of an English learner instructional specialist and professional learning opportunities for staff, Title III funding will also be used for stipends for family engagement liaisons at multiple schools; these liaisons will focus on working with/supporting English learner families. Title III funds will also be used to purchase food items to support attendance at family engagement activities.</p>	

**G. MEASURABLE OBJECTIVES****Section 1 - OPTIONAL 2021-2022**

**Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.**

Describe the division's progress towards meeting measurable objectives identified in previous applications. Specify the measurable objective, address the activities implemented and identify the progress made towards reaching the measurable objective. Include the application year and relevant data for each measurable objective.

Measurable Objective 1:

Measurable Objective 2:

Measurable Objective 3:

Measurable Objective 4:

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

**Section 2 - REQUIRED 2021-2022**

1. State up to five measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**What is a Measurable Objective?**

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria** for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.

Measurable Objective 1:

Progress toward English language proficiency:

Based on Virginia's Consolidated State Plan, for accountability year 2021-2022, at least 52% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2022 ACCESS for ELLs 2.0.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to determine the need for additional support/professional development for ESL and classroom teachers. An English learner instructional specialist will support teachers new to the ESL program, provide instructional assistance to ESL staff, coach and provide professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote parental, family, and community participation in LIEP programs. The English learner instructional specialist will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition.

**G. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 2:**

English language proficiency:

In 2018-2019, 16.26 percent of English learners attained English proficiency according to the 2019 ACCESS for ELLs. This was above the VA state average of 13.46 percent.

For accountability year 2021-2022, a minimum of 16.26 percent of English learners will attain English proficiency according to the 2022 ACCESS for ELLs.

**Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to determine the need for additional support/professional development for ESL and classroom teachers. An English learner instructional specialist will support teachers new to the ESL program, provide instructional assistance to ESL staff, coach and provide professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote parental, family, and community participation in LIEP programs. The English learner instructional specialist will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition.

**Measurable Objective 3:**

For accountability year 2021-2022, 100 percent of new ESL teachers will receive mentoring and EL professional development.

**Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

The ESL program will provide monthly, mandatory ESL teacher professional development throughout the 2021-2022 school year, including additional time for new ESL teachers to meet with their mentors and receive additional training. The English learner instructional specialist will lead professional development that will focus on topics such as the WIDA ELD standards, literacy instruction for ELs, advocacy, social-emotional learning for ELs, culturally responsive teaching, and differentiating instruction for English learners.

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

Measurable Objective 5:

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

**H. TITLE III PROGRAM DETAILS****Possible Subgrant Activities**

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2021-2022 to provide these activities.

**Box A.**

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to Show How Funds Will be Used This Year 2021-2022
Supporting the development and implementation of LIEPs	x
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	x
Supporting implementation of school wide programs	x
Professional development to teachers and other personnel serving ELs	x
Parent, family and community engagement activities	x
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	x
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other (if other, do not mark with an X, briefly describe the activity conducted in the white box)	

**Sec.3201(7) of the ESEA** – Identify the language(s) of instruction in the identified LIEPs below, only if your LEA provides this LIEP. If you do not provide the LIEP mark Not Applicable.

**Box B.**

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	Not applicable
Dual Language or Two-way Immersion	English and Spanish

**I. IMMIGRANT CHILDREN & YOUTH (IY) FUNDS UNDER TITLE III****Complete if IY funds are allocated****Purpose of Immigrant Children and Youth (IY) Funds**

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

**Description of Program and Services for Immigrant Students**

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families.

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families.

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there eligible private schools in the school division's attendance area?

☒ Yes (If yes, complete the remainder of this page.)

☐ No (If no, it is not necessary to complete the rest of this page.)
2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title III, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Telephone Calls

☐ Visits to the Private School

☐ Certified Mail

☒ Meetings

☒ Other (Please specify) 

Email

3. How many English Learners Level 1-4.3 received services in the public school division for the 2020-2021 school year? 1,738

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Title III Budget	183,462.61
b. Proportionate Share	105.50
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	105.50

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.
- |                        |      |
|------------------------|------|
| a. Title III Budget    | 0.00 |
| b. Proportionate Share | 0.00 |



6. For the 2021-2022 award year, enter the estimated private school-set aside onto the Title III Budget tab under the “Budget for 2021-2022” column in the appropriate object codes on the “Private School Set-Aside” lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for 2021-2022” lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2021-2022 award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2021-2022 award year. **Only complete if you answered yes in column B.**
- In Column D, enter the description of services provided for participating children. **Only complete if you answered yes in column B.**
- Column E will automatically calculate the value of services for the 2021-2022 award year.

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**K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

The English learner instructional specialist (ELIS) will provide instructional support and teacher assistance to the ESL and classroom teachers in all schools. Additionally, the ELIS will coordinate, develop and provide PreK-12 staff development to teachers in Virginia Beach relative to second language acquisition and best practices regarding the instruction of English learners. Virginia Beach City Public Schools is strongly committed to equal access for and treatment of all students, families, employees, and the general public. The division's policy of non-discrimination provides equal access to and participation in courses, programs, services, and materials. VBCPS will meet the American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in languages other than English or in other formats, as needed, to meet the needs of those served through grant-funded programs.

VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders representative of the programs served in the planning and implementation of programs funded by the Title III grant.

**EXPENDITURE ACCOUNT DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** – 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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).

**Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**GENERAL ASSURANCES**

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
    16. It will comply with the other application requirements outlined in
      - Section 8501. Private School Children;
      - Section 8502. Bypass; and
      - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

### PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

#### **Section 3115**

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

#### **The school division/grantee assures:**

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:
  - A Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a . parent or the parents of ELs identified for participation in, or participating in, such program of —
    1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
    2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
    3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
    4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
    5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
    6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
    7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
    8. information pertaining to parental rights that includes written guidance —
      - a. detailing —
        - (i). the right that parents have to have their child immediately removed from such program upon their request; and
        - (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
      - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

**PROGRAM SPECIFIC ASSURANCES**

B RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and . uniform format and, to the extent practicable, in a language that the parent can understand.

- IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI. It will base its proposed plan on effective research on teaching ELs;
- VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI. Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.



**Warning.**  
Enable macros if  
indicated

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title IV, Part A, Student Support and Academic Enrichment Grants**

Due by: **July 1, 2021**  
**2021-2022**

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools  
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Reports	
Check Mark	Tab Name
<input type="checkbox"/> check	<b>Print All Tabs Below</b>
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Budget Summary
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	Private Schools
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

**Print Reports**  
Select the tabs to  
print.  
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Coordination of Services (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget Summary	
Detailed Budget Breakdown (Budget Summary Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
Private Schools	
Calculations of Set-Asides (Private Schools Tab)	
General Education Provisions Act (GEPA)	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**Title IV, Part A, Student Support and Academic Enrichment Grants**

2021-2022  
Autocalculated Budget Check

**Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated the budgets are balanced.**

School Division: Va Beach City Public Schools  
Division Number: 128

Budget Summary Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
	Is the allocation \$30,000 or greater? If "Yes," mandatory distribution of allocation applies.	
	Are the administrative charges less than or equal to 2% of the allocation?	
Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	
Private School Set-Aside		
	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	
Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

**A. COVER PAGE**

Title IV, Part A, Student Support and Academic Enrichment Grants

**2021-2022**

**Individual Program Application**

**Due by July 01, 2021**

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency):	Division Number:	Title IV, Part A, Coordinator:	
Va Beach City Public Schools	128	Matthew Delaney	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext:
2512 George Mason Drive, P.O. Box 6038, Virginia Beach, Virginia 23456	Email:		
	Matthew.Delaney@vbschools.com		

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06-08-2021.

Superintendent's Signature  
Aaron C. Spence, Ed.D  
Superintendent's Name  
6/8/2021  
Date

Board Chairperson's Signature  
Carolyn T. Rye  
Board Chairperson's Name  
6/8/2021  
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2021. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2021, the electronic application must be received at the Virginia Department of Education by July 01, 2021, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

## APPLICATION INFORMATION

2020-2021 Allocation	2020-2021 Consolidated Yes or No	Eligible Program	2021-2022 Allocation Total
939,071.85	No	Title IV, Part A, Student Support and Academic Enrichment Grant	939,071.85
		Transferability (funds transferred out of Title IVA)	0.00
		<b>Total Allocation Available for Title IV, Part A</b>	<b>939,071.85</b>

## TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

1) If funds are to be transferred INTO Title IV, Part A, complete Section A.

A. Program from which funds will be transferred	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title IV, Part A, Student Support and Academic Enrichment Grant	

2) Place an "X" next to the federal programs you are requesting funds to be transferred to.

B. Program from which funds will be transferred:		TO	Select program(s) TO which funds will be transferred:	Amount	
Title IV, Part A				Title I, Part A	
				Title I, Part C	
				Title I, Part D, Subpart 2	
				Title II, Part A	
				Title III, Part A	
				Title V, Part B, Subpart 2	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

**B. PROGRAM OVERVIEW (5 PAGES)**

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

**Special Rule:** No more than 15 percent of funds for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

**Narrative Boxes**

Box 1:	<p><b>Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.</b></p> <p>For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> <li>A. access to, and opportunities for, a well-rounded education for all students;</li> <li>B. school conditions for student learning in order to create a healthy and safe school environment; and</li> <li>C. c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</li> </ol> <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> <li>A. when the needs assessment was conducted;</li> <li>B. who participated in the assessment process and determining the division's priorities;</li> <li>C. what data was collected and analyzed; and</li> <li>D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab.</li> </ol> <p>Divisions transferring funds to another federal program must describe why funds are of greater need in the identified federal program.</p>
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Needs Assessment Process: Virginia Beach City Public Schools continues to use the division's strategic plan as the foundation for all programs and interventions for students and all professional development opportunities for teachers. The strategic plan is based on the needs assessment devised by an Ad Hoc Steering Committee. The Ad Hoc Strategic Plan Steering Committee included 34 members from senior division leadership, school principals, faith-based organizations, military personnel, parents, students, Parent Teacher Associations (PTA) representatives, and the superintendent. The meetings were held once a month from January 2019 through June of 2019, with ongoing updates from 2020 to 2021. Over 52 parents and community members provided feedback on student and division needs in October 2019. During the division's Navigating the Journey Program, families and community members learned about curriculum, student organizations and grants. In November of 2020, the strategic framework was extended to align with the strategic agenda to include educational equity, integrated systems of support, and future-ready students. This committee of directors, senior leadership, and community members met weekly from November 2020 until March 2021. The needs assessment outlined in the strategic agenda will serve as the program guide for activities, materials, and interventions supported by the Title IV, Part A, grant.

Both quantitative and qualitative data points were reviewed for the needs assessment. Quantitative data were used in the form of state standardized assessments, advanced placement course enrollment, reading and phonics inventories, graduation and discipline data. Qualitative data were derived from need's assessment surveys, Ad Hoc strategic plan steering committee findings, and feedback from parents, students, community members and private schools. This qualitative and quantitative data and the strategic action agenda resulted in an overall targeted focus on Educational Excellence and Equity, Integrated Systems of Support, and Future-Ready Students.

This year, as part of the strategic framework, the strategic planning committee partnered with parents, school administrators and central office staff to develop a 2021-2022 school year strategic action agenda. This strategic action agenda has three key components: Educational Equity- to ensure that professional learning is focused on equitable inclusive practices, cultural competence and culturally responsive practices that emerge from the division's equity assessment and plan; Integrated Systems- to support Tier I instruction, social and emotional instructional practices, trauma-informed instructional practices, literacy and numeracy interventions, teacher and staff instructional professional development and initiatives; Integrated Systems of Support- to include programs, instructional materials, training and support staff to ensure safe, welcoming, inclusive instructional environments.

These environments are conducive to student learning, engaging in culturally responsive practices at the classroom, school, and division level, addressing physical health through nutrition and fitness programs, developing students' digital wellness, and increasing the emphasis on mental health and social and emotional learning and practices. Community and family input reveals a need for school and division support to decrease bullying and discipline inequities. Title IV, Part A, funds will be used to support programs that integrate social-emotional learning strategies (SEL) with core content curriculum to promote safe and healthy school environments. Training, programs and resources to help trauma-informed practices will also be addressed through the grant. There is a connection between physical health, nutrition, and academic achievement. Title IV, Part A, funds will support the use of programs that address physical and nutritional health across all grade levels with students, parents, teachers and staff.

Finally, by making explicit connections between student learning experiences and the VBCPS Graduate Profile with an emphasis on on-time graduation and career exploration, advanced placement course enrollment and assessments, reading and phonics inventories, graduation and discipline data, Title IV, Part A, will support Future-Ready Students.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 1 (continued):

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education. Include a description of the activities to be provided under equitable services if applicable.

Well-Rounded Education: According to research, high school graduates are more likely to be employed and make a higher taxable income. They are also less likely to engage in criminal behavior or require social services. Title IV, Part A, funding will be used to support graduation labs within two of the division's high schools (Lovelace, Reschly, Appleton & Lutz, 2014; Rumberger, 2011; Robinson, 2016). These graduation lab teachers will tutor, mentor, and monitor student progress to ensure on-time graduation. Support for the graduation lab will include teachers, instructional software, instructional materials, and resources for both the lab teacher and student participants. Resources that encourage flexible seating and other materials necessary to support student achievement and on-time graduation rates will also be included.

Flexible seating can be used to support and enhance instruction in all content areas. One university study found that classroom flexibility is as important as air quality, light, or temperature in boosting academic outcomes (Edutopia, Merrill, 2018). Additional research shows that different seating options work well for most students (Northwest College, Burgeson, 2017), contribute to time on task for students (Georgia Educational Researcher, Stapp, 2018) and boosted student engagement (Educational Leadership, 2018). The COVID-19 Pandemic has also increased the need for flexible seating that goes beyond the schoolhouse walls. Outside classrooms allow for flexible seating, collaborative learning, high levels of engagement with a bonus of space between students and outstanding air quality.

Extended Learning Boosts and Bootcamps will offer support, intervention and enrichment for various groups of students. Summer Reading Boost Programs will support students in need of reading intervention by providing engaging activities and reading material to increase Lexile levels and build comprehension and vocabulary skills. Summer, afterschool and spring break bootcamps are designed to support students who are taking rigorous coursework for the first time or who need additional content area support.

The National Math and Science Initiative (NMSI) supports eight high schools by providing teacher training, student tutoring and instructional materials. Allocations from Title IV, Part A, will provide these much-needed supports to our schools that are not a part of the NMSI program. These funds will support summer training opportunities for teachers as well as tutoring for students in rigorous courses. Equal Opportunity Schools (EOS) is an organization that works to ensure that students from all backgrounds have equal access to America's most academically intense high school programs and particularly that low-income students and students of color have opportunities to succeed in these courses. Title IV, Part A, funds will also be used to provide guidance and training to teachers, principals, directors and coordinators in the area of culturally responsive practices and access for all students. According to Edweek.org (2019), there is a large body of literature that strongly supports the positive impact of culturally responsive instruction on the academic outcomes of minority students. Through student surveys, enrollment data reviews and equity labs, EOS will support efforts to ensure equitable access for all students.

Ensuring that students receive well-rounded education includes both core and noncore content. To this end, allocations from Title IV, Part A, will be used to support music and health and physical education.

Students can learn and receive necessary support when teachers are knowledgeable in both content and instructional practices. Title IV, Part A, allocations will be used to ensure that teachers receive professional development in the form of training and/or courses to ensure division-wide understanding of evidence-based teaching and learning practices. This includes but is not limited to reading specialist cohorts, training programs such as Language Essentials for Teachers of Reading and Spellings (LETRS), Plain Talk Literacy, National Math and Literacy Conferences and training around school redesign and equitable inclusive practices.

**B. PROGRAM OVERVIEW (CONTINUED)****Box 2 (continued):**

Instructional coaches help teachers focus on their individual needs in the classroom, find resources to help bring growth in teaching and learning and share best practices to support student learning. Coaches can assist with both the instructional and classroom management needs of teachers and students. Title IV, Part A, funds will assist with securing coaches to help teachers and students in the division's elementary or secondary schools by providing evidence-based instructional and curriculum support. Coaches will focus on literacy or numeracy and the placement of coaches will be based on local assessment data, standardized assessments, school size and discipline data. Title IV, Part A, literacy and numeracy coaches will provide training and support for teachers, administrators and students. Coaches will support teachers and administrators with instructional strategies, classroom modeling and guidance in lesson plan design and alignment to the taught, written and assessed curriculum.

Instructional materials, as well as professional development resources and software, will be purchased to support all instructional areas where learning gaps exist. Teachers, coaches and administrators need evidenced-based tools to support literacy. To increase the content knowledge and capacity of building and division staff in the area of reading, Title IV, Part A, allocations will be used to support reading cohorts through accredited reading programs and to support teachers participating in professional development specific to the science and foundation of reading.

While the lack of educational engagement during the summer months can impact any student, these summer learning gaps most significantly impact socio-economically disadvantaged students and students who already participate in some form of intervention program during the school year. Research shows that high-quality summer programs can improve math and reading skills, build critical social and emotional skills and close learning and opportunity gaps (National Conference of State Legislatures, 2021). Title IV, Part A, funds will be used to support both virtual and face-to-face summer enrichment programs.

**Box 3:** Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students. Include a description of the activities to be provided under equitable services if applicable.

The American Institutes for Research (AIR) (2016) confirmed that students need more than just academic knowledge to succeed in college, careers and personal and public life. AIR found that students need to understand their skills and abilities, manage their emotions and behavior, communicate effectively, negotiate conflict, care about others and make responsible decisions. The Edweek organization (2020) surveyed over 3,000 students and found that they are much more concerned than usual regarding the health and financial stability of their families. A quarter of teens indicated that they were losing more sleep, feeling more unhappy or depressed, feeling under constant strain or losing confidence in themselves. Title IV, Part A, funds will be used to support Social Emotional Learning (SEL) curriculum integration, programs, resources and training. Resources and training will include but not be limited to those provided through the Collaboration for Academic, Social, and Emotional Learning (CASEL) and the Attachment and Trauma Network. Adverse Childhood Experiences (ACEs) are traumatic events occurring before the age of 18. These traumatic events may be as significant as mental and physical abuse, death of a parent or guardian, poverty or mental health problems. ACEs can impact the health (depression or obesity), behaviors (drug use or violence), and life potential (graduation rates and academic achievement) of students. Title IV, Part A, funds will be used to support training, resources and programs that combat the negative results of childhood trauma and other adverse childhood experiences. These supports may be provided through resources and instructional materials and face-to-face or virtual training platforms. They will include opportunities for mental health support for both students and teachers.

Physical and nutritional health is just as important as emotional and behavioral health. Title IV, Part A, funds will continue to support physical health initiatives by providing equipment and resources to assist elementary recess programs, secondary health and physical education programs and first aid/life-saving training. Emphasis will be placed on resources that allow for physical activity while enhancing numeracy and literacy skills.



**B. PROGRAM OVERVIEW (CONTINUED)**

Box 3 (continued):

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology. Include a description of the activities to be provided under equitable services if applicable.

**NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).**

ESEA section 4109(a)(1)(D) allows Title IV, Part A, funds to be used to implement blended learning strategies that leverage technology. The use of technology can boost collaboration opportunities and student retention, but it also makes all information more accessible. Technology-rich learning environments ensure that students are engaged and eager to participate in content-specific subjects. Blended learning activities will be embedded in the graduation lab program allowing students to complete online courses, online tutoring and face-to-face support. Title IV, Part A, funds will be used to support the effective use of technology by providing the opportunity for fall and summer training opportunities for students, parents, teachers and administrators. This training will include participation in virtual and face-to-face conferences and software programs that inform blended learning and technology integration in the classroom. Teachers and administrators participating in these training opportunities will share with other staff members throughout the division through modeling or professional learning communities.

As virtual learning continues to become a more significant element of teaching, learning and training, devices such as cameras and headsets will be needed. Title IV, Part A, funds will be used to provide these devices to effectively support teachers and students.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 4 (continued):

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The effectiveness of grant activities will be evaluated using both qualitative and quantitative data and observations. Quantitative literacy and numeracy formative and summative assessment data, Lexile data, local assessments, state assessments, the number of student participants in advanced courses and graduation rates. This will provide evidence of the benefits of the literacy, numeracy and graduation lab coaches, fall and summer reading and advanced coursework interventions and tutoring and engagement programs. Quantitative survey data will be used to determine the impact of the programs that support the safe and healthy school and division initiatives. Discipline and climate surveys will provide insight as to the success of programs that support the social and emotional needs of students, teachers and staff members. Professional development evaluations will inform the impact of teacher, administrator and support staff training. Qualitative data in the form of observations, interviews and focus group feedback will be used to determine the effectiveness of parent and community engagement activities. Finally, the affirmation of effective consultation documents and feedback will be used to evaluate the efficacy of equitable services. Quarterly evaluation of the Title IV, Part A, program will be conducted, and necessary adjustments and amendments will follow if needed.

**C. COORDINATION OF SERVICES**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing

Title IV, Part A, LEA coordinates with several offices within the Department of Teaching and Learning (DTAL) to ensure effective coordination of services. The coordinator of Title IV, Part A, consulted with content area coordinators and specialists to determine instructional needs. This collaboration was also done with the department of Student Support Services to determine supports needed in SEL, Trauma-Informed Practices and mental health.

Collaboration with the Office of Health and Physical Education and the Office of Music Education ensured that the resources provided for physical health and nutrition and music education align with the local and state objectives, priorities, and needs in this area. Data from schools with similar demographics to schools supported by Title I, Part A, were specifically targeted for Title IV, Part A, support.

Collaboration continues with Equal Opportunity Schools (EOS) and The National Math and Science Initiative (NMSI) to support the Future-Ready component of the division's strategic agenda and to ensure access and support for students seeking rigorous courses and preparing to meet college or career goals. NMSI has a proven track record of improving results for traditionally underserved students. Title IV, Part A, funds will be used to coordinate services with NMSI to support schools and provide training opportunities for teachers across all grade levels. EOS helps educators see their students as whole learners to open up access to Advanced Placement and International Baccalaureate classes for students of color and low-income students. Title IV, Part A, funding will be used to partner with EOS to provide Equity Labs (training) that increase culturally responsive practices and decrease access gaps for all students. Collaborations with higher education institutions occur through the spring and summer boot camps that take place on college campuses. These collaborations ensure that students receive support in the skills necessary for high school and college success while gaining exposure to academic and social activities on college campuses. Title IV, Part A, LEA also coordinates with local universities to host camps and other activities that prepare them for college and career opportunities while exposing them to life in college. Finally, to ensure that teachers have the instructional and content capacity to meet the needs of students, collaborations with but not limited to William and Mary and Old Dominion University will provide courses and professional learning in literacy and/or numeracy.

**D. MEASURABLE OBJECTIVES****Section 1**

**Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.**

Describe the division's progress towards meeting the measurable objectives. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to collect all data needed to determine the final outcome. Address each measurable objective for which activities were implemented in the previous year.

Indicate the application year (ex: 2019-2020 or 2020-2021 for the measurable objective and include relevant data.

**Measurable Objective 1:**

Increase by 3% the percentage of F/RL recipients who take an Advanced Placement exam as measured using data released by the College Board.

In SY 2017-2018, the division had 1615 F/RL recipients take an Advanced Placement Exam. In 2018-2019, the division increased that number to 1640 F/RL recipients taking an Advanced Placement Exam. Additionally, the division experienced increases in demographic groups and an 8.4 percent increase in AP exams for African American Students. In 2019-2020, 729 R/RL recipients took 2,063 exams accounting for 22 percent of all administered exams.

**Measurable Objective 2:**

100% of schools supported by a Title IV, Part A, literacy or numeracy coach met or exceeded state guidelines (70% math and 75% reading and writing) as measured by using Standards of Learning or Reading Inventory data released by the Virginia Department of Education

\*Overall, math and reading achievement have improved or remained relatively steady with an 86% pass rate in 2018 and an 84% pass rate in 2019 (a statewide drop) in reading and an 83% pass rate in 2018 and an 88% pass rate in 2019 in math.

\*Schools with a Title IV, Part A, literacy or math coach met or increased the state benchmarks.

\*Standards of Learning (SOL) data for 2019-2020 shows that a limited number of students (less than 50%) took the SOL assessment; however, schools supported by coaches met or exceeded standards in reading while dropping slightly in math.

**Measurable Objective 3:**

The third measurable objective was to maintain or improve the percentage of on-time graduates for SY 2019-2020, as measured by data released by the VDOE. With the support of initiatives through the National Math and Science Initiative, Equal Opportunity Schools, summer enrichment camps, and the use of graduation lab coaches, the division has continued to see increases in On-Time Graduates (OTG).

\* African American students showed the most significant increase among student groups with an increase of 2.1 percentage points compared to the previous year.

\* The OTG rate for students with disabilities increased by .3 percentage points.

\* Overall, the OTG rate for VBCPS students increased from 91.9% in 2017 to 93.3% in 2018 to 93.9% in 2019 to 94.2% in 2020.

**Measurable Objective 4:**

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

Measurable Objective 6:

**Section 2**

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**What is a Measurable Objective?**

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing** improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.

Measurable Objective 1:

By the end of 2023, VPCPS students will increase by 3% the number of students taking Advanced Placement or Dual Enrollment Courses. Recruitment efforts will focus on reaching out to nontraditional students with the capacity to excel in a more rigorous course.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Several evidence-based services and activities will be implemented to support this measurable objective:

\*In its spotlight on success for increasing access for traditionally underserved students, The College Board cited several evidence-based strategies that VBCPS will implement using Title IV, Part A, allocations. Tutorials and After-School Hours, opportunities for developing writing skills, and professional development for teachers.

\*Spring break and summer camps will provide foundational support for students in organizational skills, content, literacy, numeracy, and writing.

\*Continued partnerships with the NMSI to support professional learning for teachers.

\*Continued partnerships with EOS to assist schools with reaching and providing necessary outreach programs to reach underserved students.

\*Financial barriers can decrease the likelihood that students will take assessments that accompany advanced coursework. Title IV, Part A, will provide financial support to students.

**D. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 2:**

By June 2022, 100% of schools will meet or exceed state standards for reading as evidenced on the state assessment and improve reading Lexiles as evidenced through the reading inventory assessment.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

According to What Works Clearinghouse (WWC), several strategies supported by the Title IV, Part A, grant will promote increases in reading levels and state assessments.

\*Providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and providing an extended discussion of text meaning and instruction are all strategies suggested by WWC that will be addressed through the instructional resources, software licenses, and teacher professional learning opportunities supported through the grant.

**Measurable Objective 3:**

By June 2022, VBCPS students will meet or exceed the current on-time graduation rate for the division and decrease instances of student drop outs.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

The WWC cites six evidence-based strategies to address dropout prevention. Title IV, Part A, will address several of these evidence-based strategies:

\*Implement programs to improve student's classroom behavior and social skills- Professional learning opportunities supported through the grant for SEL, Trauma-Informed Care, and PBIS will assist with providing students with the strategies and skills they need to monitor classroom behavior and develop social skills.

\*Assign adult advocates to students at risk of dropping out- High Schools with the highest instances of dropping out will continue to have a Title IV Graduation Lab Coach to advocate and support students who are at-risk of dropping out of school. The survey provided by EOS will generate intervention lists and insight cards for counselors and teachers using student feedback.

\*Provide academic support and enrichment- Title IV allocations will provide boot camps and intervention camps to provide educational support for students.

\*Provide rigorous and relevant instruction to better engage students-Professional learning, conferences, and courses to support rigorous education.

**Measurable Objective 4:****Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

**E. BUDGET SUMMARY**

		Title IV, Part A Budget for 2021-2022 Award: S424A210048 Project Code: APE60281					
		Allocation:			939,071.85		
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative						
	Non-Administrative	305,693.33	10,000.00	100.00			
	Private School Set-Aside	0.00	0.00	0.00			
	Total Personal Services	305,693.33	10,000.00	100.00	315,793.33	Yes	
2000 - Employee Benefits	Administrative						
	Non-Administrative	114,987.21	765.00	7.65			
	Private School Set-Aside	0.00	0.00	0.00			
	Total Employee Benefits	114,987.21	765.00	7.65	115,759.86	Yes	
3000 - Purchased/ Contracted Services	Administrative						
	Non-Administrative	246,304.92	133,000.00	4,000.00			
	Private School Set-Aside	10,000.00	6,000.00				
	Total Purchased/Contracted Services	256,304.92	139,000.00	4,000.00	399,304.92	Yes	
4000 - Internal Services	Internal Services	2,000.00	2,000.00				
	Private School Set-Aside	0.00	0.00	0.00			
	Total Internal Services	2,000.00	2,000.00	0.00	4,000.00	Yes	
5000 - Other Charges	Indirect Costs	11,981.92	1,314.82	128.33			
	Non-Administrative	1,200.00	2,500.00	500.00			
	Private School Set-Aside	500.00	2,000.00	500.00			
	Total Other Charges	13,681.92	5,814.82	1,128.33	20,625.07	Yes	
6000 - Materials and Supplies	Administrative	2,500.00	2,300.00	500.00			
	Non-Administrative	38,500.00	22,764.79				
	Private School Set-Aside	8,737.70	7,486.18	800.00			
	Total Materials and Supplies	49,737.70	32,550.97	1,300.00	83,588.67	Yes	
8000 - Capital Outlay	Non-Administrative						
	Private School Set-Aside						
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes	
	TOTAL SUBGRANT BUDGET	742,405.08	190,130.79	6,535.98	939,071.85	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area.	980.40
	TOTAL SET-ASIDE SUBGRANT BUDGET	14,481.92	3,614.82	628.33	18,725.07	Are the administrative charges less than or equal to 2% of the allocation?	Yes
	TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET	19,237.70	15,486.18	1,300.00	36,023.88	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	Yes
	IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.	Yes					
	IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?	Requirement Met	Requirement Met	Requirement Met		Does the Budget Summary Match the Total Allocation?	Yes

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

(2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.



Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Category."

Yes

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Required if staff positions are to be funded by federal funds.

\*Bus drivers for academic and family engagement events.

Total for Object Code:	4.50	315,793.33
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Fringe benefits for teachers and staff include FICA at 7.65%, VRS at 16.62%, RHIC at 1.21%, Health at \$8,547 per FTE, and life at 1.34%

Total for Object Code:	115,759.86
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Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

\*The division continues to support the social and emotional needs of students especially during the aftermath of the pandemic, teachers will need the skills to combat adverse childhood experiences (ACEs), bullying, and trauma through virtual, face-to-face, and self-paced professional learning.

\*Increased use of virtual curriculum and instruction will require training on the effective use of technology and blended instruction.

\*Collaborations with the National Math and Science Initiative (NMSI) and Equal Opportunity Schools (EOS) will ensure that schools are able to offer rigorous coursework while providing support in the form of tutors, innovative instructional tools, and other resources for students and teachers.

\*Funds up to \$100,000.00 will be used to pay Advanced Placement and International Baccalaureate fees for free and reduced lunch recipients to eliminate financial barriers that hinder access.

\*Online instructional licenses to support music, art, physical or mental health, or foreign language education.

\*Online instructional licenses to support core content areas such as math, science, English, or history/social science.

\*Digital equity support in the form of hotspots, Wifi, headsets, or digital library libraries.

\*Virtual, face-face, asynchronous professional development or conference opportunities for numeracy and literacy to support measurable objectives 1 and 2.

\*Virtual, face-to-face, or asynchronous professional development or conference opportunities to support mental and physical health and well-being

\*Contracted services to support all content areas including but not limited to literacy and numeracy.

\*To encourage on time graduation and in alignment with measurable objective 3, funds will be used to provide student exposure to college and career opportunities through summer and spring break camps and fairs.

\*Funds will be used to provide equitable services to participating private schools; private schools may participate in training to include but not limited to STEM, coding, organizational leadership development, music, and theater, support for students with disabilities and license acquisition in the areas of a well-rounded education, effective use of technology, and safe and healthy students.

\*In support of measurable objective 3, teacher training or conferences on drop-out prevention and school environment will be provided using Title IV, Part A, funding.

\*Course work and cohorts through local universities will be offered to build competency of teachers supporting literacy in all grade levels.

\*Academic, social, and emotional resources and literature and food will be provided at community and family engagement events.

Total for Object Code:	399,304.92
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\* Funds for transportation fuel expenses used during the summer, after school, and extended school programs including but not limited to AP, IB, Literacy, Numeracy, Dropout Prevention, Social and Emotional Learning

Total for Object Code:	4,000.00
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Title IV, Part A, funds will support travel outside of the division or to bring trainers into the division for teachers, administrators, and staff supporting safe and healthy schools, as well as for staff supporting well-rounded student initiatives or the effective use of technology. Professional travel will be prioritized based on the strategic framework, strategic agenda, measurable objectives and other quantitative and qualitative data points. Professional development guidelines are established to ensure professional learning is used to build capacity in schools. Participants in professional development activities will be expected to share ideas learned that will benefit not only those who attend the training but all teachers and staff within their buildings. Staff participating in professional development will have the opportunity to present ideas learned to participants in division-sponsored training. Funds will be used to provide equitable services to participating private schools for travel based on submitted needs assessments.

[illegible]

**NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.**

\*Funds will be used to provide equitable services to participating private schools; funds allocated for resources to support the effective use of technology will not include the purchase or technology equipment, devices or software.

Total for Object Code:	83,588.67
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Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

[illegible]

**G. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A210044 Project Code APE60017	
		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	<b>Total Personnel Services</b>	<b>0.00</b>	
2000 - Employee Benefits	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	<b>Total Employee Benefits</b>	<b>0.00</b>	
3000 - Purchased/Contracted Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	<b>Total Purchased/Contracted Services</b>	<b>0.00</b>	
4000 - Internal Services	Internal Services		
	Private School Set-Aside		
	<b>Total Internal Services</b>	<b>0.00</b>	
5000 - Other Charges	Indirect Costs		
	Non-Administrative		
	Private School Set-Aside		
	<b>Total Other Charges</b>	<b>0.00</b>	
6000 - Materials and Supplies	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	<b>Total Materials and Supplies</b>	<b>0.00</b>	
8000 - Capital Outlay	Non-Administrative		
	Private School Set-Aside		
	<b>Total Capital Outlay</b>	<b>0.00</b>	
<b>TOTAL BUDGET</b>		<b>0.00</b>	
<b>TOTAL SET-ASIDE BUDGET</b>		<b>0.00</b>	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET</b>		<b>0.00</b>	
<b>DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?</b>		Yes	





Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Total for Object Code:	0.00
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Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

[illegible]

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Total for Object Code:	0.00
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Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

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**NOTE:** LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.

Total for Object Code:	0.00
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Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

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**I. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☒

**Yes (If yes, complete the remainder of this page.)**

☐

**No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐

Regular Mail

☐

Certified Mail

☒

Telephone Calls

☒

Meetings

☒

Visits to the Private School

☒

Other (Please specify)

Email, Phone

3. What is the public school division's projected K-12 enrollment for the 2021-2022 school year?

64,611

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	\$939,071.85
b. Amount of funds allocated for administration	\$18,725.07
<b>c. Amount to use for set-aside calculations</b>	<b>\$920,346.78</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
<b>c. Amount to use for set-aside calculations</b>	<b>\$0.00</b>



## CALCULATION OF SET-ASIDES

6. Complete the chart below:
  - In Column A, list all eligible private schools in the geographic boundaries of the school division.
  - In Column B, indicate the participation status of the listed private school(s) for the 2021-2022 award year, as a result of consultation.
  - In Column C, enter the K-12 enrollment of private schools participating in services for the 2021-2022 award year.
  - Column D will automatically calculate the value of services for the 2021-2022 award year.
  - In Column E, indicate the method of notification for each private school.
7. For the 2021-2022 award year, enter the value of services amount in cell B39 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as 'Private School Set-Aside' under the appropriate object codes.
8. Enter the value of additional services amount in cell F39 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

Value of Services for Participating Private Schools – from Title IVA 2021-2022 Budget	Value of Additional Services for Participating Private Schools - from 2021-2022 Transferability	Total Value of Services for Public Schools from 2021-2022 Allocation	Total Value of Additional Services for Public Schools from 2021-2022 Transferability
36,023.88	0.00	884,322.90	0.00

[illegible]

			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
13.00	Total Private School Set-Asides		36,023.88	0.00		
0.00			Use this Figure for Private School Set- Asides in the 2021-2022 Budget	Use this Figure for Private School Set- Asides in the 2021-2022 Transferability Budget		

**J. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is actively committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage the involvement of diverse stakeholders, representative of the programs served in the planning and implementation of programs funded by this grant. During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents with information on various division opportunities and steps needed to participate in various programs in the school division.

**EXPENDITURE ACCOUNT DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

**3000 PURCHASED/CONTRACTUAL SERVICES** – 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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).

**Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**GENERAL ASSURANCES**

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
    16. It will comply with the other application requirements outlined in
      - Section 8501. Private School Children;
      - Section 8502. Bypass; and
      - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

**PROGRAM SPECIFIC ASSURANCES**

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
  - A Are among the schools with the greatest needs;
  - B Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
  - C Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
  - D Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
  - E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
  - A Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
  - B Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
  - C A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));
- III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities -
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).





**Subject:** Superintendent's Evaluation Instrument Amendments Effective July 1, 2021 **Item Number:** 13D

**Section:** Information **Date:** May 25, 2021

**Senior Staff:** Dr. Aaron Spence, Superintendent

**Prepared by:** Governance Committee

**Presenter(s):** Dr. Aaron Spence, Superintendent; Kamala Lannetti, Deputy City Attorney

**Recommendation:**

That the School Board review the Governance Committee's recommendations for amendments to the Superintendent's Evaluation Instrument effective July 1, 2021.

**Background Summary:**

The School Board previously adopted a Superintendent's Evaluation Instrument based on the 2012 Virginia Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents. In January 2020, the Virginia Board of Education revised the Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents. In 2020, the Governance Committee reviewed the Superintendent's summative evaluation process, and the School Board approved a process for the FY20 summative evaluation. After completing the FY20 summative evaluation process, the Governance Committee studied the indices for each Standard under the Superintendent's summative evaluation instrument and developed realignment and consolidation of the indices to avoid repetition of evaluation criteria under multiple Standards and the address areas of evaluation that were not previously well defined under the current summative evaluation instrument. The Governance Committee determined that the weighting of the Standards on the summative evaluation instrument should remain the same for FY21 as FY20. The School Board adopted the amendments to the Superintendent's Evaluation Instrument for FY21 in April 2021.

The School Board will now adopt the Superintendent's Evaluation Instrument which changes the weighting system as recommended by the Governance Committee. The amendments will be effective July 1, 2021 and remain in effect until amended by the School Board.

**Source:**

The Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria, January 10, 2020.

Code of Virginia §22.1-60.1, as amended.

Code of Virginia §22.1-253.13:5, as amended.

**Budget Impact:**

\$0

## RATING SUPERINTENDENT PERFORMANCE

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of the superintendent.

### Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables the school board to acknowledge effective performance (i.e., *exemplary* and *proficient*) and provides two levels of feedback for a superintendent not meeting expectations (i.e., *developing/needs improvement* and *unacceptable*). The definitions in the figure below offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. The superintendent is expected to perform at the *proficient* level.

#### Definitions of Terms used in Rating Scale

Category	Description	Definition
<b>Exemplary</b>	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the division's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: <ul style="list-style-type: none"> <li>• sustains high performance over the evaluation cycle</li> <li>• empowers principals, teachers, and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school division climate</li> <li>• serves as a role model to others</li> </ul>
<b>Proficient</b>	The superintendent meets the performance standard in a manner that is consistent with the division's mission and goals and has a positive impact on student academic progress.	Effective performance: <ul style="list-style-type: none"> <li>• consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate</li> <li>• demonstrates willingness to learn and apply new skills</li> </ul>

Category	Description	Definition
<b>Developing/ Needs Improvement</b>	The superintendent is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement). The superintendent often performs less than required in the established performance standard or in a manner that is inconsistent with the division's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than expected quality of student academic progress</li> <li>• requires superintendent professional growth be jointly identified and planned between the superintendent and school board</li> </ul>
<b>Unacceptable</b>	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• results in minimal student academic progress</li> <li>• may contribute to a recommendation for the superintendent not being considered for continued employment</li> </ul>

## Formative Assessment

Formative assessment can provide valuable information to the superintendent. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing evidence related to the seven standards. An optional *Superintendent Formative Assessment Performance Report* is provided below. It should be noted that this report does not include an actual rating in any of the performance standards.

## Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The superintendent will be rated on all seven performance standards using performance appraisal rubrics (see forms, below). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of the superintendent and provides a general description of what each rating entails.

The school board makes judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the school board applies the four-level rating scale to evaluate the superintendent's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The results of the evaluation must be discussed with the superintendent at a summative evaluation conference.

## ***Cumulative Summative Rating***

Performance standards 1-6 will be weighted equally at **12.5 percent** and Standard 7 will account for **25 percent** of the evaluation. Scores will be calculated using the following scale:

*Exemplary* = 4

*Proficient* = 3

*Developing/Needs Improvement* = 2

*Unacceptable* = 1

Figure 9 shows an example of how a cumulative summative rating will be calculated.

Figure 9: *Example of Weighted Calculations*

<b>Superintendent Performance Standard</b>	<b>Performance Rating</b>	<b>Points</b>	<b>Weight</b>	<b>Weighted Total (Points x Weight)</b>
Standard 1	<i>Exemplary</i>	4	<b>1.25</b>	4
Standard 2	<i>Proficient</i>	3	<b>1.25</b>	3
Standard 3	<i>Proficient</i>	3	<b>1.25</b>	3
Standard 4	<i>Proficient</i>	3	<b>1.25</b>	3
Standard 5	<i>Proficient</i>	3	<b>1.25</b>	3
Standard 6	<i>Exemplary</i>	4	<b>1.25</b>	4
Standard 7	<i>Exemplary</i>	4	<b>2.5</b>	16
<b>Cumulative Summative Rating</b>				<b>36</b>

The overall summative rating will be judged as *exemplary*, *proficient*, *developing/needs improvement*, or *unacceptable* using the following range of scores:

Unacceptable = 10 – 19

Developing/Needs Improvement = 20 – 25

Proficient = 26 – 34

Exemplary = 35 – 40

*Note:* Regardless of the overall total points earned, a superintendent who receives three or more *developing/need improvement* ratings on individual performance standards will receive an overall rating of *developing/needs improvement* or *unacceptable*. Similarly a superintendent who receives one *unacceptable* rating on a performance standard may receive an overall *unacceptable* rating.

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*These summative rating criteria are not specified in the Guidelines. These criteria listed correspond with the guidance VDOE has provided for principal ratings.*

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# PERFORMANCE STANDARDS

The superintendent is evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

## Performance Standard 1: Mission, Vision, and Goals

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

### The superintendent:

- 1.1 Works in a collegial and collaborative manner with stakeholders and the Board to promote and support the mission and goals of the school division.
  - 1.1.a Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
  - 1.1.b Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
  - 1.1.c Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 1.2 Works with the school board to develop and recommend policy additions or modifications that define organizational expectations and improve student learning and division effectiveness.
  - 1.2.a Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.3 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 1.4 Develops and maintains a positive relationship with the City Manager and supports the Board as it works to maintain a positive relationship with City Council.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.

## Performance Standard 2: Planning and Assessment

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

### The superintendent:

- 2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.2 Works collaboratively to develop division-wide long- and short-range goals and objectives consistent with the strategic plan, and monitors progress in achieving these goals and objectives as defined by the School Board.
- 2.3 Collaboratively identifies needs, determines priorities for, and provides direction and support for program implementation at both the school (continuous improvement) and division (strategic plan) level using data and researched-based instructional practices that are aligned with strategic goals and objectives and that result in attainment of those goals.
- 2.4 Supports and ensures the assessment of programs designed to meet long- and short-range goals at both the school (continuous improvement) and division (strategic plan) level, reporting to the Board on those assessments and developing and recommending improvements that enhance teaching and student achievement and division efficiency and effectiveness.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.

### **Performance Standard 3: Instructional Leadership**

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

#### **The superintendent:**

- 3.1 Functions as the primary instructional leader for the school division, directing staff to set specific and challenging goals for higher performance that result in improved student learning, delegating authority and responsibility to staff to meet these goals, and seeking out and relying on support from staff and others as necessary when advising the Board.
  - 3.1.a Assesses factors affecting student achievement and directs change for needed improvements.
  - 3.1.b Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.
  - 3.1.c Oversees the alignment, coordination, and delivery of assigned programs and curricular areas to ensure the school division and all schools meet all required federal, state, and local standards.
  - 3.1.d Ensures that curricular design, instructional strategies—including the integration of appropriate technologies—and learning environments maximize student learning.
- 3.2 Provides staff development programs for all categories of personnel consistent with division level needs, program evaluation results, school instructional improvement plans, and individual needs.
- 3.3 Demonstrates responsibility for division academic achievement and a focus on student outcomes through proactive interactions with parents, staff, and other community stakeholders.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.

## **Performance Standard 4: Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

### **The superintendent:**

- 4.1 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
  - 4.1.a Evaluates the financial needs of the division and, based on these needs, recommend expenditures and prepares a budget for the School Board.
  - 4.1.b Maintains adequate control and accounting of funds.
  - 4.1.c Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
  - 4.1.d Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
  - 4.1.e Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.2 Oversees the administration of the school division's day-to-day operations, stays informed on plant/facilities and equipment needs and assures that adequate supplies are available to schools and to staff.
- 4.3 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
  - 4.3.a Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
  - 4.3.b Clearly communicates expectations regarding behavior to students, parents, staff and other members of the community.
  - 4.3.c Implements and enforces school division code of conduct and appropriate disciplinary policies in a timely and consistent manner.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.



## **Performance Standard 5: Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

### **The superintendent:**

- 5.1 Models and promotes effective communication and interpersonal relations within the school division and the community.
  - 5.1.a Establishes and maintains effective channels of communication with board members and between the schools and community, and with the various news media outlets.
  - 5.1.b Keeps the school board informed on needs and issues confronting school division employees and students.
  - 5.1.c Uses formal and informal techniques to gather internal and external perceptions and input as a part of the decision-making process.
  - 5.1.d Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.2 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- 5.3 Demonstrates the skills necessary to build community support for division goals and priorities, including participation in community events and activities.
- 5.4 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

## Performance Standard 6: Professionalism

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

### The superintendent:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and/or serving as a mentor.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional professional development that results in the enhancement of student learning in the division and across the profession.
  - 6.4.a Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
  - 6.4.b Maintains a high level of personal knowledge regarding new or improved instructional strategies or related issues, and shares the information with appropriate staff and others.
  - 6.4.c Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
  - 6.4.d Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

## **Performance Standard 7: Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

### **The superintendent:**

- 7.1 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.2 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
  - 7.2.a Sets division benchmarks with the School Board and implements appropriate strategies and interventions to accomplish desired outcomes.
  - 7.2.b Collaborates with division staff to monitor, improve, and provide evidence of multiple measures of student progress.
  - 7.2.c Provides evidence that students in all subgroups are meeting acceptable and measurable academic progress.
- 7.3 Supports the development, implementation, monitoring, and updating of continuous improvement plans that result in increased student academic progress.
  - 7.3.a Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.

# FORMS

## INTRODUCTION

This section contains copies of forms VBCPS will use during the superintendent's evaluation cycle (Figure 12). The school board maintains the forms and provides copies to the superintendent. At a minimum, the school board retains copies of the completed *Documentation Cover Sheet* (if used), *Superintendent's Annual Goals*, *Superintendent Formative Assessment Performance Report* (if used), *Superintendent Summative Performance Report*, and *Targeted Professional Growth* (if needed).

*Forms used by VBCPS*

Form		Documentation Completed by	
		School Board	Superintendent
<b>Self-Evaluation</b>	Superintendent Self-Evaluation Form		✓
<b>Documentation</b>	Documentation Cover Sheet ( <i>optional</i> )		✓
<b>Goal Setting</b>	Superintendent's Annual Goals	✓	✓
<b>Reports</b>	Superintendent Formative Assessment Performance Report ( <i>optional</i> )	✓	
	Superintendent Summative Performance Report	✓	
<b>Improvement</b>	Targeted Professional Growth ( <i>optional</i> )	✓	✓

## Superintendent Self-Evaluation Form

*Directions: The superintendent should use this form annually to reflect on the effectiveness and adequacy of his/her practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.*

**Superintendent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

### 1. Mission, Vision, and Goals

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

### 2. Planning and Assessment

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

### 3. Instructional Leadership

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**4. Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**5. Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**6. Professionalism**

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**7. Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

## Documentation Cover Sheet *(optional)*

*Directions:* The superintendent should list the items he/she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the superintendent's practice and process for the evaluator.

**Superintendent:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

Standard	Documentation Included
<b>1. Mission, Vision, and Goals</b> <i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i>	
<b>2. Planning and Assessment</b> <i>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.</i>	
<b>3. Instructional Leadership</b> <i>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</i>	

Standard	Documentation Included
<p><b>4. Organizational Leadership and Safety</b></p> <p><i>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</i></p>	
<p><b>5. Communication and Community Relations</b></p> <p><i>The superintendent fosters the success of all students through effective communication with stakeholders.</i></p>	
<p><b>6. Professionalism</b></p> <p><i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>	
<p><b>7. Divisionwide Student Academic Progress</b></p> <p><i>The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</i></p>	



## Superintendent's Annual Goals

*Directions: This form is a tool to assist the superintendent in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.*

**Superintendent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Preliminary approval granted by school board on:** \_\_\_\_\_

**Midyear review conducted by school board on:** \_\_\_\_\_

**Year-end review conducted by school board on:** \_\_\_\_\_

<b>Goal:</b>	
Check the standard(s) to which the goal relates <input type="checkbox"/> 1. Mission, Vision, and Goals <input type="checkbox"/> 2. Planning and Assessment <input type="checkbox"/> 3. Instructional Leadership <input type="checkbox"/> 4. Organizational Leadership and Safety <input type="checkbox"/> 5. Communication and Community Relations <input type="checkbox"/> 6. Professionalism <input checked="" type="checkbox"/> 7. Divisionwide Student Academic Progress	
Expected term to completion: <input type="checkbox"/> Short-term <input type="checkbox"/> Mid-term <input type="checkbox"/> Long-term	
<i>Indicators of Success</i>	<i>Midyear Assessment of Goal by School Board</i>
	<i>Evidence to Date</i>

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
*Superintendent's Name*

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
*Evaluator's Name*

## Superintendent Formative Assessment Performance Report (*optional*)

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*Directions:* Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

### **Performance Standard 1: Mission, Vision, and Goals**

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

**Comments:**

### **Performance Standard 2: Planning and Assessment**

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Comments:**

### **Performance Standard 3: Instructional Leadership**

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Comments:**

### **Performance Standard 4: Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Comments:**

### **Performance Standard 5: Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Comments:**

**Performance Standard 6: Professionalism**

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Comments:**

**Performance Standard 7: Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

*See Superintendent's Annual Goals for details.*

**Comments:**

**Commendations:**

**Areas of Growth:**

Superintendent's Name: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Superintendent Summative Performance Report

*Directions: Evaluators use this form to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.*

**Superintendent:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

### Performance Standard 1: Mission, Vision, and Goals

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

#### The superintendent:

- 1.1 Works in a collegial and collaborative manner with stakeholders and the Board to promote and support the mission and goals of the school division.
  - 1.1.a Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
  - 1.1.b Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
  - 1.1.c Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 1.2 Works with the school board to develop and recommend policy additions or modifications that define organizational expectations and improve student learning and division effectiveness.
  - 1.2.a Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.3 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 1.4 Develops and maintains a positive relationship with the City Manager and supports the Board as it works to maintain a positive relationship with City Council.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

## Performance Standard 2: Planning and Assessment

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

### The superintendent:

- 2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.2 Works collaboratively to develop division-wide long- and short-range goals and objectives consistent with the strategic plan, and monitors progress in achieving these goals and objectives as defined by the School Board.
- 2.3 Collaboratively identifies needs, determines priorities for, and provides direction and support for program implementation at both the school (continuous improvement) and division (strategic plan) level using data and researched-based instructional practices that are aligned with strategic goals and objectives and that result in attainment of those goals.
- 2.4 Supports and ensures the assessment of programs designed to meet long- and short-range goals at both the school (continuous improvement) and division (strategic plan) level, reporting to the Board on those assessments and developing and recommending improvements that enhance teaching and student achievement and division efficiency and effectiveness.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

### Performance Standard 3: Instructional Leadership

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

#### The superintendent:

- 3.1 Functions as the primary instructional leader for the school division, directing staff to set specific and challenging goals for higher performance that result in improved student learning, delegating authority and responsibility to staff to meet these goals, and seeking out and relying on support from staff and others as necessary when advising the Board.
  - 3.1.a Assesses factors affecting student achievement and directs change for needed improvements.
  - 3.1.b Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.
  - 3.1.c Oversees the alignment, coordination, and delivery of assigned programs and curricular areas to ensure the school division and all schools meet all required federal, state, and local standards.
  - 3.1.d Ensures that curricular design, instructional strategies—including the integration of appropriate technologies—and learning environments maximize student learning.
- 3.2 Provides staff development programs for all categories of personnel consistent with division level needs, program evaluation results, school instructional improvement plans, and individual needs.
- 3.3 Demonstrates responsibility for division academic achievement and a focus on student outcomes through proactive interactions with parents, staff, and other community stakeholders.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

## Performance Standard 4: Organizational Leadership and Safety

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

### The superintendent:

- 4.1 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
  - 4.1.a Evaluates the financial needs of the division and, based on these needs, recommend expenditures and prepares a budget for the School Board.
  - 4.1.b Maintains adequate control and accounting of funds.
  - 4.1.c Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
  - 4.1.d Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
  - 4.1.e Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.2 Oversees the administration of the school division's day-to-day operations, stays informed on plant/facilities and equipment needs and assures that adequate supplies are available to schools and to staff.
- 4.3 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
  - 4.3.a Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
  - 4.3.b Clearly communicates expectations regarding behavior to students, parents, staff and other members of the community.
  - 4.3.c Implements and enforces school division code of conduct and appropriate disciplinary policies in a timely and consistent manner.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

## Performance Standard 5: Communication and Community Relations

*The superintendent fosters the success of all students through effective communication with stakeholders.*

### The superintendent:

- 5.1 Models and promotes effective communication and interpersonal relations within the school division and the community.
  - 5.1.a Establishes and maintains effective channels of communication with board members and between the schools and community, and with the various news media outlets.
  - 5.1.b Keeps the school board informed on needs and issues confronting school division employees and students.
  - 5.1.c Uses formal and informal techniques to gather internal and external perceptions and input as a part of the decision-making process.
  - 5.1.d Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.2 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- 5.3 Demonstrates the skills necessary to build community support for division goals and priorities, including participation in community events and activities.
- 5.4 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to-stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

Comments:



## Performance Standard 6: Professionalism

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

### The superintendent:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and/or serving as a mentor.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional professional development that results in the enhancement of student learning in the division and across the profession.
  - 6.4.a Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
  - 6.4.b Maintains a high level of personal knowledge regarding new or improved instructional strategies or related issues, and shares the information with appropriate staff and others.
  - 6.4.c Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
  - 6.4.d Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

Comments:

## Performance Standard 7: Divisionwide Student Academic Progress

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

### The superintendent:

- 7.1 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.2 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
  - 7.2.a Sets division benchmarks with the School Board and implements appropriate strategies and interventions to accomplish desired outcomes.
  - 7.2.b Collaborates with division staff to monitor, improve, and provide evidence of multiple measures of student progress.
  - 7.2.c Provides evidence that students in all subgroups are meeting acceptable and measurable academic progress.
- 7.3 Supports the development, implementation, monitoring, and updating of continuous improvement plans that result in increased student academic progress.
  - 7.3.a Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

## Evaluation Summary (p. 1 of 2)

**Cumulative Summative Rating.** Enter the rating for each standard and assign a point value of 1 – 4. The weighted total is the points time the weight. The cumulative summative rating is the sum of all weighted totals. The scale on page 3 provides an overall evaluation rating based on the cumulative summative rating score.

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1			1	
Standard 2			1	
Standard 3			1	
Standard 4			1	
Standard 5			1	
Standard 6			1	
Standard 7			4	
<b>Cumulative Summative Rating</b>				

**Overall Evaluation Summary (based on Cumulative Summative rating range on page 3):**

*Include comments here*

- ☐ **Exemplary**
- ☐ **Proficient**
- ☐ **Developing/Needs Improvement**
- ☐ **Unacceptable**
- ☐ **Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

**Evaluation Summary (p. 2 of 2)**

**Commendations:**

**Areas Noted for Improvement:**

**Superintendent Improvement Goals (as needed):**

Superintendent's Name: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Targeted Professional Growth (*optional*)**

---

*Directions: The school board and superintendent may use this form to facilitate discussion on areas that need additional support. This form is optional.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Superintendent's Name: \_\_\_\_\_  
\_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Name: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_



**Subject:** Policy Review Committee Recommendations **Item Number:** 13E 1-6

**Section:** Information **Date:** May 25, 2021

**Senior Staff:** Marc A. Bergin, Ed.D., Chief of Staff

**Prepared by:** Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

**Presenter(s):** School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

**Recommendation:**

That the School Board receive Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain policies as reviewed by the PRC at its May 13, 2021 meeting and presented to the School Board for the May 25, 2021 Information Agenda.

**Background Summary**

- 1. Appendix B/School Board Standing Rules-** the PRC recommends that that the School Board amend Appendix B to change the order of Further Action Items and Closed Sessions after the regular meeting. This recommendation is made for the purpose of minimizing the procedural and technical requirements for broadcasting open portions and closed portions of meetings.
- 2. Appendix C/ School Board Standing Committee Procedures-** the PRC recommends adoption of Appendix C to standardize the procedures that School Board Standing Committees will follow for conducting committee meetings. The Governance Committee has previously approved Appendix C and Appendix C was incorporated into the School Board Protocols Manual which was previously adopted by the School Board.
- 3. Policy 4-37/ Insurance Plans-** the PRC recommends that the School Board adopt the recommended amendments to Policy 4-37 which will update the Policy to reflect the current retirement, benefits and insurance plans for employees.
- 4. Policy 5-41/ Student Dress and Grooming Codes-** the PRC recommends that the School Board adopt amendments to the Student Dress policy that are required by legislation adopted by the General Assembly in 2020 and that are aligned with the Model Policies promulgated by VDOE. The new Dress and Grooming Code represent significant changes to past dress codes and procedures. Proposed dress and grooming code changes were vetted by several focus groups including students, teachers, and administrators.
- 5. Policy 6-31/ Gifted and Talented Students-** the PRC recommends that the School Board adopt amendments to Policy 6-31 that reflect the current terminology used to refer to gifted students.
- 6. Policy 6-41/ Computer Literacy-**the PRC recommends that the School Board adopt amendments to Policy 6-41 that reflect updated language regarding digital learning.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting on May 13, 2021

**Budget Impact:**

# Appendix B

School Board of the City of Virginia Beach

Appendix B

## **SCHOOL BOARD STANDING RULES**

### **A. Time, Place, and Order of Business for Regular Meetings**

Regular meetings shall be generally held in the School Board Chambers of the School Administration Building on the second and fourth Tuesday of each month or as otherwise set by the School Board. The normal times and order of business at regular meetings shall be as follows:

#### **INFORMAL MEETING**

1. Convene School Board Workshop generally at 4:00 p.m. or as otherwise set.

The time for convening the workshop may be changed by the Chair based upon the volume of business to be transacted.

- a. School Board Administrative Matters & Reports
2. Closed Meeting for legal matters, personnel matters, publicly held property, student disciplinary matters or other matters authorized by the Virginia Freedom of Information Act.
3. School Board Recess 5:30 p.m.

(Informal meeting and/or Closed meeting may resume after the formal meeting, if necessary)

#### **FORMAL MEETING**

4. **Call to Order and Roll Call 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition** (see Bylaw 1-39)
7. **Adoption of the Agenda**
8. **Superintendent's Monthly Report** (second monthly meeting)

**9. Approval of Meeting Minutes**

**10. Hearing of Citizens and Delegations on Formal Agenda Items**

At this time, the School Board will hear public comment on items germane to the School Board Formal Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board by noon the day of the meeting and shall be allocated four (4) minutes each, if time is available. All public comment shall meet the School Board Bylaws requirements for Decorum and Order and Public Comments at School Board Meetings.

**11. Consent Agenda**

- a. Commemorative Resolutions
- b. Policy Review Committee Recommendations
- c. Religious exemptions

**12. Action**

- a. Personnel Report / Administrative Appointments

**13. Information**

- a. Interim Financial Statements – [month year]  
(second monthly meeting)
- b. Policy Review Committee Recommendations

**14. Committee, Organization or Board Reports**

- a. a. School Board Members appointed to represent the School Board on committees, organizations or boards may briefly present updates on the work of their committee, organization or board.

**15. Conclusion of Formal Meeting**

**16. Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items (School Board Room)**

At this time the School Board will hear public comment on items germane to the business of the School Board that are not



on the School Board's Formal Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by noon the day of the meeting. Speakers are limited to four (4) minutes of comment. All public comments shall meet the School Board Bylaw requirements for Decorum and Order and Public Comments at School Board Meetings.

17. **Vote on Remaining Action Items, if necessary** ~~**Recess into workshop and/or Closed Meeting, if necessary**~~

- 18. Recess into workshop and/or Closed Meeting, if necessary**

- ~~**18. —Vote on Remaining Action Items, if necessary**~~

19. **Adjournment**

### **Related Links**

School Board [Bylaw 1-18](#)

School Board [Bylaw 1-37](#)

School Board [Bylaw 1-39](#)

School Board [Bylaw 1-40](#)

Adopted by the School Board: February 20, 2001

Amended by the School Board: July 3, 2001

Amended by the School Board: July 2, 2002

Amended by the School Board: July 1, 2003

Amended by the School Board: July 6, 2004

Amended by the School Board: July 5, 2005

Amended by the School Board: July 8, 2006

Amended by the School Board: July 12, 2007

Amended by the School Board: December 2, 2008

Amended by the School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: October 10, 2017

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

## School Board Bylaws Appendix C

### School Board Standing Committee Procedures

#### **A. Meetings and Notices**

1. Meeting Dates and Locations – Meetings of School Board Committees should be posted no later than three business days before the Meeting date. An annual schedule of Committee Meetings should be set and published. Meeting locations must be open to the public with appropriate ADA access.
2. Quorum – ~~A~~ quorum of the School Board Committee Members must be present in person at the meeting location for the meeting to proceed. Persons appointed to the Committee and can vote on matters are to be counted to determine the quorum. Some Committees have non-School Board appointees who should be counted. Assigned staff and ex officio members do not have voting rights and do not count toward the quorum. School Board Members may participate remotely if Bylaw 1-36 procedures are followed if a quorum of the Committee Members are present at the meeting location. During authorized electronic meetings, Committee Members do not need to be present in one location, but a quorum is still required to proceed with the meeting. School Board Members not appointed to a Committee who participate in meetings should not be counted toward the quorum unless they are substituting for an appointed Committee Member.
3. Public Notice of Meeting – School Board Committees with three or more School Board Members must comply with FOIA public notice requirements. Public notice of Committee Meetings must be published publicly on the bulletin board in the School Administration Building and put on the School Board Committee webpage. Staff should maintain evidence of the postings for one year after the meeting.
4. Posting to Committee Webpage
  - a. Staff should ensure that the School Board Committee webpage accurately and timely reflects the Meeting dates and time, public access instructions. The Department of Communications and Community Engagement requires seven days' notice to post onto the Committee webpage. Please note that ADA requirements apply to postings and staff should consult with Communications and Community Engagement Staff regarding such requirements.
  - b. School Board Committee meetings are not recorded. Posting a recording of a School Board Committee Meeting requires that either a transcript be included when the posting is published; or that closed caption be done at the time of the recording. VBTV can do closed captioning if meetings are done in School Board Chambers and broadcast on VBTV.
5. Electronic Meetings or Remote Participation – ~~E~~lectronic meetings and remote participation by Committee Members must be done in compliance with Bylaw 1-36. Different rules may apply during States of Emergency and staff and the Committee Chair should consult legal counsel. By June 1<sup>st</sup>, the staff member will report to the School Board Clerk all electronic Committee meetings held during the year.
6. Public Access to Meetings – Meetings of three or more School Board Members are required to be open to the public. At least one door to the Committee Meeting room must

remain open during the Meeting unless the Committee recesses into closed session. Staff should ensure that ADA accessibility conditions are met. Meetings conducted electronically must be open to the public to observe.

7. Closed Session and Confidential Material

- a. Closed Session — Committees may recess into closed session in accordance with FOIA exemptions from open meetings. Staff and the Chair should ensure that the Agenda sets forth the call for Closed Session and that appropriate Certification of Closed Session is completed. Staff should ensure that the Meeting room door is open during the Call and Vote into and out of Closed Session. Electronic or remote participation should not be used in Closed Session. Meeting Minutes should reflect the Call and vote for Closed Session, the persons participating in the Closed Session and the call and vote for Certification of Closed Session but not the discussions in Closed Session. All votes must be taken in open session.
- b. Confidential Material — Material or discussions in Closed Session should remain confidential and should not be shared with unauthorized persons.

**B. Meeting Agendas and Minutes**

1. Drafting Agenda — The Committee Chair and the staff member will prepare the Agenda at least one week before the next scheduled Meeting date.
2. Meeting Minutes — The staff member or assigned administrative staff will draft the Meeting Minutes. Meeting Minutes are not intended to be a transcript of the Committee Meeting. Meeting Minutes reflect compliance or variance with the Agenda, formal actions and votes taken by the Committee Members, and general discussion on the Agenda topics. Minutes should be sent to Committee Members three or more business days before the next Meeting. Committee Members should review Meeting Minutes and send corrections to the Chair prior to the Meeting. Meeting Minutes may be amended at the Meeting.
3. Sending Out Agenda and Supporting Documents — Meeting Agendas should be sent to Committee Members three or more business days before the Meeting. The Agenda should be posted to the Committee webpage when it is provided to Committee Members. If not posted to the webpage, the Agenda should be made available to the public on request.

**C. Annual Election of Chair**

1. Annual Election of Committee Chair — at the first meeting in the new fiscal year, when the Chair is removed from the committee, or after a new committee is created, a Committee Chair should be elected by the voting Committee Members. If the Committee Chair who was elected the prior year is still serving on the Committee, the Chair will conduct all meetings until a new Chair is elected. If the former Chair is not on the Committee in the new year, the senior most School Board Member on the Committee or the School Board Chair in an ex officio capacity will conduct the meetings until a new Chair is elected.
2. Replacing Committee Members and/or Chair — If a School Board Member assigned to a Committee is no longer serving as a School Board Member, resigns from the Committee, or is otherwise not serving on the Committee, the Chair or staff member should inform the School Board Chair to begin procedures to appoint another Committee Member. If the Committee Chair is no longer on the Committee, a new election should be held.

3. Duties of Chair – The Committee Chair is responsible for conducting the Committee Meetings, working with staff to determine Meeting dates and times, agendas and agenda materials. The Chair and staff liaison will maintain attendance rolls throughout the year for all Committee Members and will transmit such list to the School Board Chair each year for the purpose of planning for Committee assignments for the new year. By May 1<sup>st</sup>.

**D. Other Mmatters**

1. Reports to School Board – the Committee Chair may inform the School Board and the public of the work of the School Board during Committee, Organization and Board Items section of the School Board Meetings. If required by the School Board, the Committee Chair will formally report to the School Board the work or findings of the Committee.
2. Termination of Ad Hoc Committees – Chairs and staff should monitor the termination of the Committees authorization and ensure all Committee work is completed by the termination date. Any request to extend the term of the Committee should be placed on the School Board Agenda at least two regular School Board Meetings before the Committee termination date.

## PERSONNEL

### ~~Insurance/Retirement Plans/Benefits/Insurance~~

The School Board designates the Superintendent or designee to procure, administer, and make all final decisions pertaining to any employee benefit ~~insurance~~ and retirement plans.

#### **~~A. Insurance~~**

##### ~~1. Workers' Compensation~~

~~Injuries to employees from accidents in the line of duty are compensable under the State Workers' Compensation Act. Refer to School Board Regulation 4 37.1 for Workers' Compensation. The Superintendent shall develop regulations for the required reports to protect the employee's rights as well as those of the School Board.~~

##### ~~2. Health Coverage~~

~~The School Board shall pay a fixed amount, to be determined annually, of the cost of the health plan for all full-time employees and certain part-time and temporary employees as defined in School Board Policy 4-1.~~

~~Employees desiring to participate in the School Board approved health plan will pay their share of the total premium through payroll deduction.~~

~~Employees on non-Family Medical Leave Act (FMLA) authorized leaves of absence without pay (other than Military Leave) may continue to participate in the group health plan by paying the entire monthly premium (employer and employee portion), in advance, each month. If premium payments are not received for a period of three (3) months, the employee will be removed from the plan, retroactively to the last month of payment, and will be eligible to re-enter the plan upon return to active status. Refer to School Board Regulation 4 49.1 for Military Leave coverage.~~

##### ~~3. Dental Coverage~~

~~The School Board will offer at least one dental plan each year.~~

##### ~~4. Group Life Insurance~~

~~The School Board provides a group life insurance program through the Virginia Retirement System for all full-time employees. The School Board shall pay the total premium to be determined annually by the Virginia Retirement System.~~

##### ~~5. Liability Insurance~~

~~The School Board carries a blanket general and legal liability policy for all employees. Premiums are paid by the School Board.~~

#### **~~B. Retirement Plan~~**

~~Membership in the Virginia Retirement System is mandatory for all full-time employees except those participating under the Superintendent's Optional Retirement Plan.~~

#### **A. Eligibility**

The following categories will apply:-

##### 1. Full-Time Employees

Full-Time Employees as defined by School Board Policy 4-1 are eligible for all plans outlined in Regulation 4-37, as amended, (except as defined by an employee's Virginia Retirement System (VRS) plan) and any other employee benefit plan that the School Division may contract with now or in the future and as communicated by the Office of Consolidated Benefits-Office.

##### 2. Part-Time Employees

a. Part-Time Employees as defined by School Board Policy 4-1 who fill 50% of an allocated position are eligible for the same benefits as Full-Time Employees.

b. Part-Time Employees as defined by School Board Policy 4-1 who fill less than 50% of an allocation are eligible for the Employee Assistance/Work Life Program, 403(b) Retirement Savings Plan, 457 Deferred Compensation Plan, health coverage if deemed eligible as defined the Employer Mandate of the Patient Protection and Affordable Care Act, and any other limited benefits as may be communicated by the Office of Consolidated Benefits-Office.

##### 3. Temporary Employees

Temporary Employees as are defined by Policy 4-1 are eligible for the Employee Assistance/Work Life Program, 403(b) Retirement Savings Plan, 457 Deferred Compensation Plan, health coverage if deemed eligible as defined the Employer Mandate of the Patient Protection and Affordable Care Act, and any other limited benefits as may be communicated by the Consolidated Benefits Office.

#### **B. Employee Benefit Plans/Programs**

The following plans, programs, and services will be offered by the School Board:-

##### 1. Heath Coverage

A plan, or plans, to provide medical, behavioral health, vision, and pharmacy benefits. The School Board shall contribute an employer contribution, determined annually, towards health coverage for eligible employees and as defined by leave policies.

## 2. Health Savings Account

A tax-advantaged savings account owned by an employee that can be used to pay for qualified medical expenses. The employee must be enrolled in a qualified high deductible health plan to be eligible for the plan. An employer contribution may be provided by the School Board, as determined annually.

## 3. Flexible Spending Account (Health Care)

A pre-tax benefit account that can be used to pay for qualified medical expenses.

## 3.4. Flexible Spending Account (Dependent Care)

A pre-tax benefit account used to pay for qualified dependent care services while at work.

## 5. Dental Coverage

A plan to provide dental cleanings and services.

## 6. Legal Services

A plan to provide legal services and courtroom representation.

## 7. Identity Theft Protection

A plan to provide assistance in restoring credit and cover costs related to identity theft.

## 8. Life Insurance

A group term life policy to provide compensation in the event of death.

a. **Basic Group Life** – The Basic Group Life plan provides life insurance coverage through the Virginia Retirement System. The School Board shall pay the total premium to be determined annually by the Virginia Retirement System.

- b. **Optional Group Life** – An Optional Group Life plan provides additional life insurance for employees that desire coverage beyond the Basic Group Life plan.

#### 9. Long-Term Disability

A plan that provides income protection to an employee from loss of income if unable to work due to illness, injury, or accident for a long period of time.

*Note: VRS Hybrid employees are not eligible for this plan and should refer to the Virginia Local Disability Plan.*

#### 10. Virginia Local Disability Plan (Hybrid Employees Only)

A plan that provides benefits for Hybrid employees under the Virginia Retirement System if the employee cannot work because of a non-work-related or work-related illness or injury.

- a. **Short-Term Disability**- A plan providing income protection for an illness, injury or other condition that prevents employee from performing the full duties of their job for a short period of time.

- b. **Long-Term Disability** - A plan providing income protection for a condition that prevents employee from performing the full duties of their job for an extended period of time.

- c. **Long-Term Care** – A plan providing benefits if you need help with everyday life tasks because of a prolonged health problem or following a major illness or injury.

#### 11. 403(b) Retirement Savings Account

A tax-advantaged plan providing an opportunity to invest in a portfolio of funds to build retirement income.

#### 12. 457 Deferred Compensation Plan

A tax-advantaged plan providing an opportunity to invest in a portfolio of funds to build retirement income. *Note: VRS Hybrid employees should first maximize their 4% contribution with an employer match before participating in this plan.*

#### 13. Wellness Program

A wellness program to provide plans, programs, and services and/or incentives for healthy behaviors to maintain or improve employee health and well-being; disease and condition management, cancer screenings, health



screenings, flu vaccines, nutrition and weight management, tobacco cessation, health education, activity and fitness, and other programs and support services.

#### 14. Employee Assistance/Work-Life Program

A program to provide counseling and support services to help employees handle challenges and life situations.

#### 15. Other Coverage and Services

Other plans, programs and services, as deemed appropriate.

### **A.C. Retirement Plans**

#### 1. Pension Plan

A retirement pension plan is provided through the Virginia Retirement System (VRS) for all full-time employees, and part-time employees filling 50% of an allocated position. A VRS Optional Retirement Plan is available to the Superintendent. The School Board shall pay a percentage of creditable compensation for employees as determined by the Virginia General Assembly and a contribution of five percent (5%) of creditable compensation is required by employees (or as otherwise required by law or regulation).

- a. **Defined Benefit Plan** – Employees under VRS Plan 1 and Plan 2 participate in a Defined Benefit retirement plan whereby guaranteed retirement benefits are paid in retirement based on a set formula and where the employer and 5% employee contributions are made. Employees under the VRS Hybrid plan maintain the majority of their participation in the Defined Benefit Plan where 4% of their employee contribution is made, but also participate in the Defined Contribution.
- b. **Defined Contribution** – Employees under the VRS Hybrid plan also participate in a Defined Contribution plan where the benefit is based upon contributions and investment returns.
  - 1) **Hybrid 401(a) Cash Match Plan** – The School Board contributes 1% of the employee's creditable compensation and the employee contributes 1%.
  - 2) **Hybrid 457 Deferred Compensation** – Employee may contribute up to 4% of creditable compensation and will receive a School Board match of up to 2.5%.

2. Health Insurance Credit – The School Board contributes a percentage of creditable compensation as determined by the Virginia General Assembly to provide a credit towards the cost of health coverage in retirement for certain employees as defined by the Code of Virginia.

#### **B.D. Insurance**

1. Workers' Compensation – Eligible to all employees of the School Board

Injuries to employees from accidents in the line of duty are compensable under the State Workers' Compensation Act. Refer to School Board Regulation 4-37.1 for Workers' Compensation. The Superintendent shall develop regulations for the required reports to protect the employee's rights as well as those of the School Board.

2. Liability Insurance – Eligible to all employees of the School Board

The School Board carries a blanket general and legal liability policy for all employees. Premiums are paid by the School Board.

#### **Legal Reference**

Code of Virginia § 2.2-2104, as amended. Health insurance program for employees of local governments, local officers, teachers; etc.; definitions.

Code of Virginia § 2.2-1207, as amended. Long-term care insurance program for employees of local governments, local officers, and teachers.

Code of Virginia § 51.1-502, as amended. Eligible employees and officers.

Code of Virginia § 51.1-126.6, as amended. Certain employees of public school divisions.

#### **Related Links**

School Board [Policy 4-1](#)

School Board [Regulation 4-37.1](#)

School Board [Regulation 4-49.1](#)

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 6, 1998

Amended by School Board: June 20, 2006

Amended by School Board: October 10, 2017

Amended by School Board: May 2021

## STUDENTS

### **Student Dress and Grooming Codes**

#### **A. Purpose**

All students, staff, and community members deserve a rigorous, respectful, and safe educational and work environment where diversity is valued and contributes to achieving positive academic and social outcomes. The Superintendent or designees are responsible for establishing and communicating to students clear and fair dress and grooming codes that comply with applicable law, policy, and regulation. The Superintendent or designee will establish procedures for enforcement and/or resolution of dress and grooming codes, for requesting and granting waivers to the code, and for review of the code to consider current conditions. The Superintendent or designees are authorized to establish specific dress and grooming code requirements for certain students when such requirements are necessary to accomplish the purpose of an educational program or school sponsored activity or are required by law, policy, regulation or another governing entity.

#### **B. Standards and Modifications or Accommodations**

The Superintendent or designee will ensure that student dress or grooming codes and related procedures are clear, fair, and equitably enforced. The primary responsibility for a student's dress and grooming resides with the student and/or the student's parent(s)/legal guardian(s). Students should comply with the dress and grooming codes and seek guidance from school administrators when modifications, accommodations or waivers are needed and should cooperate in resolution when disagreements arise.

1. Dress or grooming codes applicable to student shall be subject to the following:
  - a. permit any student to wear any religiously or ethnically specific or significant head covering or hairstyle, including but not limited to,÷ hijabs; Yarmulkes; headwraps; braids; locs; and cornrows.
  - b. maintain gender neutrality subjecting any student to the same set of rules regardless of gender or gender identity.
  - c. not have a disparate impact on students of a particular gender.
  - d. be clear, specific, and objective in defining terms, if used.

- e. prohibit School Division employees or agents from enforcing the dress or grooming codes by direct physical contact with a student or a student's attire.
- f. prohibit any School Division employee or agent from requiring a student to undress in front of any other individual, including the enforcing School Division employee or agent, to comply with the dress or grooming code.
- g. clearly set forth any dress or grooming standards that are required in order for a student to participate in a school or school sponsored activity (sport or club uniforms/jewelry/hair requirements, safety or health rules for classes, internship, etc.) and provide a process for a student to seek a modification or accommodation to such dress or grooming standard.

## **B. Dress and Grooming Standards**

School administrators will adopt dress and grooming standards that include the conditions set forth below.

1. "Dress or grooming" code means any practice, policy, or portion of a code of student conduct that governs or restricts the attire, appearance, or grooming, including hairstyle, of any enrolled student. Jewelry, makeup, body art, electronic, communication, recording, photographing devices and their supporting accessories when worn on the body or as part of attire, perfume or applied fragrances may be considered in dress or grooming standards.
2. A student must wear opaque clothing that covers the student's chest from under the arm pits (where they meet the shoulder) to no less than five inches below the groin area. The following conditions also apply:
  - a. These body parts must be covered or not distractingly discernable through clothing: buttocks or any portion of the derriere, nipples, stomachs, or private area. Undergarments must be worn when clothing exposes those areas.
  - b. Exceptions may be for clothing approved for a class or extracurricular sport or activity or a verified medical condition that must be accommodated.

- c. Clothing must not be sheer, see through or loose weaved material unless an opaque undergarment is worn underneath.
- d. Clothing, jewelry, or grooming items must not pose a safety issue, ex., clothing that drags on the floor causing a trip-hazard, sharp metal attachments spikes.
- e. Clothing that for a well-defined and specifically articulated reason is determined by a principal or designee to be safety or health issue or is significantly disrupting the educational environment.
- g. A student must wear shoes that do not restrict the student's ability to safely participate in educational or school-sponsored activities. Students may not wear shoes that have wheels, spikes or are otherwise dangerous. Footwear required or recommended for classes or extracurricular activities is an authorized exception to this condition.

3. Students must not wear or display the following images/symbols or words:

- a. Images, words or depictions of illegal drugs, alcohol, paraphernalia, imitations thereof, other drugs/paraphernalia that are not allowed on school property or at school-sponsored events, or other illegal activity.
- b. Pornography, nudity, obscenity, vulgar or profanity.
- c. Images/symbols or words that can reasonably be determined to or do incite violence or create harassment or discrimination in violation of School Board policy or regulation or applicable law. After reviewing the circumstances, principals or designees may determine that an image/symbol does not incite violence or create harassment or discrimination but is instead a disagreement of opinion and is not significantly disrupting the educational environment.
- d. Students may wear any religiously or ethnically specific or significant head covering or hairstyle, including but not limited to hijabs, yarmulkes, head wraps, braids, locs or cornrows.

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- 4. Dress and grooming codes must include references to how staff will handle and resolve disputes and the burden of proof as set forth in Policy 5-41, as amended.
  - 5. Dress and grooming codes application and enforcement must be gender, race, and ethnicity neutral.

**C. Disputes Regarding Enforcement of Dress and Grooming Code**

- 1. Temporary Resolutions

The dress and grooming code provided to students and families will detail how an infraction will be temporarily resolved if a student disagrees with the school administrator's determination that an infraction has taken place. Options offered may include, but are not limited to:

- a. a warning to the student but requiring the student not to continue the infraction after that day.
- b. allowing the student to alter the attire or grooming to comply.
- c. lending the student appropriate attire to allow the student to be in compliance.
- d. allowing the student to leave school or the school sponsored activity until such time as the student complies or a resolution is reached.
- e. alternative participation in the educational or school sponsored activity, as determined by the school administration.

2. Modification or Accommodations to Dress and Grooming Code

Modifications or accommodations to the dress and grooming codes should be provided when doing so does not:

- a. create undue hardship or excessive expense.
- b. impair or have the reasonable potential to impair health or safety.
- c. violate an established rule or regulation set by an organization or competition as a condition of participation or eligibility for participation in an event or educationally related activity.
- d. create an unfair advantage to the student requesting the modification or accommodation.

### 3. Initial Burden of Proof

Students who believe that a dress or grooming code standard is unfairly or inequitable applied will bear the initial burden of proving by a preponderance of evidence that the alleged dress or grooming is:

- a. not disruptive to the educational or work environment or school sponsored activity.
- b. does not denote gang membership.
- c. does not advocate or promote disruptive, violent conduct or illegal activity.
- d. is not gender neutral or is not equitably enforced.
- e. is worn for religious or ethnic reasons that the student or student's family follows.
- f. is not profane, pornographic, vulgar, or obscene.

### **D. Enforcement**

- 1. Enforcement of this Policy is the responsibility of the school administration at each school.
- 2. Enforcement must be reasonably discreet, equitable, and gender neutral in implementation.
- 3. Enforcement should include options for reasonable remediation of the infraction that demonstrates respect and where possible, minimizes loss of instructional or school sponsored activity time.
- 4. Enforcement may include disciplinary actions that are consistent with other student discipline policies, regulations, or guidance.
- 5. Enforcement will prohibit an employee or agent from enforcing the dress and grooming codes by making direct contact with a student or a student's attire or by requiring a student to undress in front of the employee or agent. Reasonable discretion may be used by employees or agents to make direct contact with a student or student's attire if the health or safety of the student or others is at risk.

### **A. Generally**

~~All students are expected to wear dress appropriate to the occasion; extreme or ostentatious apparel or appearance is to be avoided. Any article of clothing or accessory which advertises alcohol, or an illegal substance, depicts lewd graphics, displays offensive or obscene language, or is gang related is forbidden.~~

**~~B. Procedures~~**

- ~~1. Dress standards shall be set by principals.~~
- ~~2. Students and parents are to be advised of these standards, by letter, or other appropriate means, prior to the opening of school.~~
- ~~3. Decisions regarding the appropriateness of clothing, footwear and accessories will be made by the principal or a designee.~~
- ~~4. Items initially deemed inappropriate may be brought to the student's or the parent's attention for corrective action. Subsequent violations of the dress code will subject the student to suspension from school. The principal or his/her designee reserves the right to take appropriate disciplinary action with regard to any first time offense.~~
- ~~5. Disciplinary action will be taken against any student taking part in gang related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, or tattoo, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.~~

**Legal reference**

Code of Virginia § 22.1-276.6, as amended. Board of Education guidelines and model policies for codes of student conduct; school board regulations

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: April 4, 2006

Amended by School Board: 2021



## INSTRUCTION

### Gifted ~~Programs~~ and Talented Students

#### A. Purpose

It is the policy of the School Board to actively promote and develop a qualitatively differentiated educational program for gifted learners ~~and talented students~~ in order to facilitate the fullest development of their potential. The program shall be in compliance with the Standards of Quality as prescribed by the General Assembly, the Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia and The Virginia Plan for the Gifted approved by the Virginia Board of Education.

#### B. Program Goals

1. To develop an understanding of the characteristics which distinguish gifted and talented students from the general school population.
2. To implement the Code of Virginia and the Board of Education Regulations Governing Educational Services for Gifted Students, including but not limited to the use of multiple criteria to identify gifted students.
3. To provide continuous staff development for administrators, teachers and resource personnel.
4. To provide educational programs which will enable each gifted ~~and talented student~~ learners to develop his or her abilities to their fullest potential.
5. To provide for continuous formative and summative evaluation of the program for the gifted ~~learners and talented~~.
6. To improve awareness and understanding of the gifted ~~and talented~~ program among school personnel, parents, and other community members.
7. To develop a long-range division-wide plan for the future of gifted and talented education.
8. To ensure that each school provides students identified as gifted with instructional programs taught by teachers with special training or experience in working with gifted students.

#### C. Local Plan for Gifted Education

1. The Local Plan for Gifted Education (Local Plan), required by state law and Board of Education Regulations, shall be developed by the Superintendent and submitted to the

School Board for approval before it is submitted to the Virginia Department of Education.

2. The Superintendent shall prepare and submit the annual report, "Program for Gifted Education," as required by Board of Education Regulations and, upon approval and direction of the School Board, forward the annual report to the Virginia Department of Education.

### **Legal Reference**

Code of Virginia, § 22.1-253.13:1, as amended; Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Code of Virginia, § 22.1-18.1, as amended. Annual Report on Gifted Education required; local advisory committee on gifted education.

Virginia Board of Education, Regulations Governing Educational Services for Gifted Students. 8 VAC-20-40 *et seq*, as amended.

Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8-VAC-20-131-10 *et seq*, as amended.

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 6, 1998

Amended by School Board: November 21, 2000

Amended by School Board: June 6, 2006

Amended by School Board: 2021

## INSTRUCTION

### **Digital Computer Literacy**

#### **A. Definition**

Digital Computer literacy includes, but is not limited to, knowledge of and experience with computers and technology involving drill, tutorial or simulation lessons and problem solving. The term also includes an awareness of the potential that computer technology has for the future - for jobs and for everyday living.

#### **B. Implementation**

Within reasonable budgetary limitations the Sschool Board encourages the use of technologycomputers as tools for instruction at all grade levels.

#### **Legal Reference**

Virginia Board of Education Standards of Learning for Digital Integration (2020), as amended.Regulations, Accreditation of Public Schools in Virginia. (January 1993)

#### **Policy 6-44 Acceptable Use**

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)  
Amended by School Board: 2021



Subject: Closed Session Item Number: 18

Section: Closed Meeting Date: May 25, 2021

Senior Staff: N/A

Prepared by: Kamala Lannetti, Deputy City Attorney

Presenter(s): Kamala Lannetti, Deputy City Attorney

**MOTION:** I move that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 3, 7 and 8 of the Code of Virginia, 1950, as amended, for

1. **CONSULTATION WITH LEGAL COUNSEL:** Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body: namely to discuss:
  - A. Status of certain pending complaints and or litigation against the School Board;
  - B. Discussion regarding voting rights case and decisions for School Board.
2. **CONSULTATION WITH LEGAL COUNSEL.** Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Consultation with Legal Counsel concerning current legal matters.

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**RECONVENE IN OPEN SESSION:**

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**CERTIFICATION:**

**WHEREAS,** the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS,** Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

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**ACTION AS NEEDED:**

**Background Summary:**

Appropriate requests have been made for a closed meeting.

**Source:**

Bylaw 1-37 and Code of Virginia, Section 2.2-3711

**Budget Impact:**

N/A