



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

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School Board Regular Meeting Proposed Agenda

Tuesday, June 22, 2021

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

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**Procedures for members of the public to attend
School Board meetings in person**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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School Board Regular Meeting Proposed Agenda **Tuesday, June 22, 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 the School Board has determined it is impractical and unsafe to allow full capacity seating in School Board Chambers. For the June 22, 2021 School Board Meeting, limited public seating will be made available on a first come, first served basis beginning shortly before the Workshop session of the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

The School Board will hear public comment on Formal Agenda items and Informal and Non-Agenda items at the June 22, 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 June 22, 2021. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. Formal Agenda item and Informal and Non-Agenda item speakers will be heard as set forth in the Agenda. Persons signed up to speak in person will be invited to queue up to speak at the beginning to the public comment period that they have signed up to speak. In person speakers who are not seated in School Board Chambers 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. While in School Board Chambers and seated or while addressing the School Board at the podium, members of the public who are vaccinated for COVID-19 will not be required to wear masks/face coverings. Persons who are not fully vaccinated are encouraged to follow CDC guidance regarding masks and social distancing. 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. Informal and Non-Agenda item speakers will be heard after the Conclusion of the Regular School Board Meeting. The Informal and 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/j/85132344082> Call-in (301) 715-8592 ID 851 3234 4082

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

Closed Meeting 3:00 p.m.

INFORMAL MEETING

1. Convene School Board Workshop 4:00 p.m.

- A. School Board Administrative Matters and Reports
- B. 2021-2022 Plan Update
- C. Forecast of Regular School Board Meeting Agenda Topics FY 22 – First Quarter: July, August, and September

2. Closed Meeting: (as needed)

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. 2020-2021 Virginia Music Ensembles
- B. Technology Student Association's Competition
- C. VHSL Lincoln-Douglas Debate
- D. National Scholastic Art and Writing Awards
- E. VHSL Class 5 Championship
- F. VHSL State Championships – Field Hockey
- G. Class 5 Forensics State Champion in Humorous Interpretation



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)
Tuesday, June 22, 2021

- H. CoderZ Sprint Challenge Pro, US Northeast Region
- I. VHSL Hall of Fame Induction
- J. American Society of Materials (ASM) US High School Student Material Engineering Challenge
- K. Virginia Association of Governmental Purchasing award
- L. Virginia Future Teachers

7. **Adoption of the Agenda**

8. **Superintendent's Report**

9. **Approval of Meeting Minutes:**

- A. May 25, 2021 Regular School Board Meeting
- B. June 1, 2021 Special School Board Meeting
- C. June 4, 2021 Special School Board Meeting **Added 06/18/2021**

10. **Hearing of Citizens and Delegations on Formal Agenda Items**

The School Board will hear public comment on Formal Agenda items at the June 22, 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 June 22, 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 or seated in School Board Chambers if public seating is available, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. June 22, 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.

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.

- A. Notification of Intent to Apply for Federal Grants SY 2021/22
- B. Policy Review Committee (PRC) Recommendations
 - 1. Policy 4-37/ Insurance Plans
 - 2. Policy 6-31/ Gifted and Talented Students
 - 3. Policy 6-41/ Computer Literacy
- C. Religious Exemption(s)
- D. School Board Organizational Matters
 - 1. Superintendent's Designee in the Absence of the Superintendent **Updated 06/21/2021**
 - 2. Superintendent's Signature Authority
 - 3. Payroll Deductions

12. **Action**

- A. Personnel Report / Administrative Appointment(s) **Updated 06/23/2021**
- B. Salary Resolution FY 21/22
- C. Policy Review Committee (PRC) Recommendations
 - 1. Appendix B – School Board Standing Rules
 - 2. Appendix C – School Board Standing Committee Procedures
 - 3. Policy 5-41/ Student Dress and Grooming Codes
- D. Citizens' Advisory Committee Appointment Recommendation **Updated 06/23/2021**
- E. School Board Committee and Liaison Assignment Recommendations

13. **Information**

- A. Legal Services Coop Agreement FY 22
- B. Interim Financial Statements – May 2021
- C. Community Advisory Committee for Gifted Education Report
- D. Policy Review Committee (PRC) Recommendations
 - 1. Bylaw 1-19/ Duties of Chair/Vice Chair
 - 2. Bylaw 1-47/ Public Comments at School Board Meetings
 - 3. Policy 3-52/ Business and Non-Instructional Operations/Sales on School Property
 - 4. Policy 3-56/ Business and Non-Instructional Operations/Safety Program
 - 5. Policy 3-64/ Business and Non-instructional Operations/Security of Buildings and Grounds



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)
Tuesday, June 22, 2021

6. Policy 4-6/ Healthy Work Environment

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 June 22, 2021 School Board Meeting. This portion of the School Board Meeting is not broadcast on VBTB 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 June 22, 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 or seated in School Board Chambers if public seating is available by 5:45 p.m. June 22, 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

19. Vote on Remaining Action Items

A. Legal Services Coop Agreement FY 22

20. Adjournment



Subject: Teacher Dismissal and Petition for Revocation of License Grievance No: 523-6-03-19

Section: Closed Session

Date: June 22, 2021

Senior Staff: John Mirra, Chief Human Resources Officer, Dannielle Hall-McIvor, Associate City Attorney
Edie Rogan, Director of Employee Services

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board dismiss the teacher from employment and recommend that the teacher's professional license be recommended for revocation based on an incident in which a student was injured.

Background Summary:

In May 2019 the Superintendent recommended that a teacher be dismissed from employment after an investigation revealed that a student had been injured by the teacher during the performance of the teacher's duties. Child Protective Services made a finding of physical abuse against the teacher and criminal charges were filed against the teacher. A grievance hearing was held in July 2019 and the School Board deliberated on the hearing officer's recommendation and evidence provided by the School Division and the Teacher in August 2019. At the Teacher's request the School Board deferred a final decision until court proceedings had concluded.

Due to the COVID-19 pandemic, the court proceedings did not conclude until March 19, 2021. Based on the Court's order as well as direction from the Virginia Department of Education, the Superintendent proceeded with a Petition for Revocation of Professional License on March 23, 2021. These matters are now set for a hearing and determination by the School Board.

Source:

Code of Virginia 22.1-306 to 22.1-314
8VAC20-23-270. Revocation.

Budget Impact:



Subject: Closed Session **Item Number:** _____

Section: Closed Session **Date:** June 22, 2021

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board recess into Closed Session to deliberate on the following matters: into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 2, 3 and 8 of the Code of Virginia, 1950, as amended, for

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; namely
 - A. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1, 2021;
 - B. Personnel matters related to the Superintendent's contract.
2. 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 namely to discuss purchase of property from the U.S Navy.
3. Discussion status of pending litigation matters.

The School Board will begin closed session at 3:00 p.m. on June 22nd for an Employee Grievance and Petition for Revocation of License. If time remains before the Workshop begins at 4:00 p.m., the School Board will proceed with the additional items on this Coversheet. The School Board will conclude Closed Session by 4:00 p.m. and may resume Closed Session prior to the Formal Agenda at 6:00 p.m. If the School Board does not complete all Closed Session matters prior to 6:00 p.m., the School Board will continue the Closed Session after the Formal Meeting. The School Board reserves the right to add, amend or delete items from the Closed Session.

Source:

Code of Virginia 2.2-3705.1.



Subject: 2021-22 Plan Update **Item Number:** 1B

Section: Workshop **Date:** June 22, 2021

Senior Staff: Donald Robertson, Ph.D., Chief of Staff

Prepared by: Donald Robertson, Ph.D., Chief of Staff

Presenter(s): Donald Robertson, Ph.D., Chief of Staff

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

Jack Freeman, Chief Operations Officer, Department of School Division Services

Natalie N. Allen, Chief Communications and Community Engagement Officer, Department of

Communications and Community Engagement

Recommendations:

That the School Board receive an update on plans for the 2021-22 school year including scenarios based on physical distancing requirements, learning options, virtual learning update, summer program, preparations from School Division Services for next year, and communicating information.

Background Summary:

The School Board has requested an update on plans for 2021-22 as soon as they were available. This presentation provides plans for next year to receive feedback.

Source:

Budget Impact:

TBD



Forecast of Regular School Board Meeting Agenda Topics FY 22

Subject: First Quarter – July, August, September 2021 **Item Number:** 1C

Section: Workshop **Date:** June 22, 2021

Senior Staff: Donald E. Robertson, Jr., Ph.D., Chief of Staff

Prepared by: Donald E. Robertson, Jr., Ph.D., Chief of Staff

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

Recommendation:

That the School Board receive the administration's forecast of agenda topics to be presented in the FY 22 first quarter – July, August, September 2021.

Background Summary:

Source:

Budget Impact:



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

Section: Closed Session **Date:** June 22, 2021

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board recess into Closed Session to deliberate on the following matters: into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 2, 3 and 8 of the Code of Virginia, 1950, as amended, for

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; namely
 - A. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1, 2021;
 - B. Personnel matters related to the Superintendent's contract.
2. 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 namely to discuss purchase of property from the U.S Navy.
3. Discussion status of pending litigation matters.

The School Board will begin closed session at 3:00 p.m. on June 22nd for an Employee Grievance and Petition for Revocation of License. If time remains before the Workshop begins at 4:00 p.m., the School Board will proceed with the additional items on this Coversheet. The School Board will conclude Closed Session by 4:00 p.m. and may resume Closed Session prior to the Formal Agenda at 6:00 p.m. If the School Board does not complete all Closed Session matters prior to 6:00 p.m., the School Board will continue the Closed Session after the Formal Meeting. The School Board reserves the right to add, amend or delete items from the Closed Session.

Source:

Code of Virginia 2.2-3705.1.



Subject: School Board Recognitions

Item Number: 6A-L

Section: Student, Employee and Public Awards and Recognitions

Date: June 22, 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 accomplishments of those receiving the June 22, 2021 School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. 2020-2021 Virginia Music Educators All Virginia Honors music ensembles: All Virginia Band, All Virginia Orchestra, All Virginia Chorus, All Virginia Elementary Chorus
2. Advanced Technology Center - First place in state Technology Student Association (TSA) competition
3. Frank W. Cox High School – VHSL Champion, Lincoln-Douglas Debate
4. Salem High School - National Scholastic Art Gold Medal (digital artwork)
5. Salem High School - National Scholastic Art Silver Medal (fibers and mixed media artwork)
6. Salem High School - National Scholastic Art Silver Medal (fibers and mixed media artwork)
7. Salem High School - National Scholastic Art Silver Medal (fibers and mixed media artwork)
8. Salem High School - National Scholastic Art Silver Medal (photography artwork)
9. Bayside High School – First place, individual title, VHSL Class 5 boys championship
10. Bayside High School – Class 5 Forensics State Champion in Humorous Interpretation
11. Frank W. Cox High School – VHSL state champions, field hockey
12. Advanced Technology Center – CoderZ Sprint Challenge Pro, US Northeast Region winner
13. Princess Anne High School – VHSL Hall of Fame Induction
14. Advanced Technology Center – American Society of Materials (ASM) US High School Student Material Engineering Challenge
15. Budget and Finance (Office of Purchasing) – Virginia Association of Governmental Purchasing award honorees
16. Virginia Future Teachers

Background Summary:

That the School Board allow time during School Board meetings 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-C

Section: Approval of Minutes **Date:** June 22, 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 25, 2021 Regular School Board Meeting
- B. June 1, 2021 Special School Board Meeting
- C. June 4, 2021 Special 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.

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

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, May 25, 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 4:00 p.m. on the 25th 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, 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. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board member attended via Zoom: Ms. Holtz (School Administration Building – health reasons.)

- A. **School Board Administrative Matters and Reports:** Ms. Franklin mentioned the PTA Celebration rescheduling for tomorrow; Chairwoman Rye mentioned the upcoming Special Meeting next week scheduled for 5:00 p.m., the VSBA annual conference in Williamsburg and accommodations, information will be forthcoming regarding committee assignments.
- B. **Family and Community Engagement Update:** The School Board received an update for the Office of Family and Community Engagement for the 2021-2022 school year; Natalie Allen, Chief Communications and Community Engagement Officer, introduced Admon Alexander, Ed.D., Director of Family and Community Engagement; discussed the aim of the Office of Family and Community Engagement (FACE) – to promote access to information and resources necessary to ensure academic success, as well as improve social well-being of families and students; the office houses community partnerships and the VB Education Foundation; Family Outreach Representatives; Compass to 2025 – Goal 5: Mutually Supportive Partnerships; Virginia Beach Education Foundation (VBEF) – served to support VB Schools and Teachers through K-12 Innovative Projects, Hands-On Experience for Construction Trades, supporting student achievement; for the 2020-2021 school year the VBEF has funded over \$174,000 in grants; Beach Bags Program – provided shelf-stable meals and healthy snacks, funded through donations, during pandemic year community members have supported over 16,000 beach bags; the FACE office has over 1,000 Partners in Education; this school year community partners donated masks and water bottles, staff appreciation packets with coupons; shared videos from Leslie Lehner, Assistant Principal, Green Run High School and Casey Conger, Principal, Cooke Elementary School; FamilyVoice

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Groups initiative; shared a video from Kathleen Cahoon-Newchok, ESL Coordinator; Family Connection Workshop series – hosted more than 25 family connection virtual webinars and workshops this year, goal of the workshops - to provide an awareness of various support systems for Virginia Beach families and students, and assists parents to make informed decision about their VBCPS students' options; the FACE office created a Resource Site, has a newsletter FACetime; assist with the Virtual Peer Tutoring program; FACE working in collaboration with internal and external stakeholders and community organizations; shared a video from Teresa Stanley, Advocacy Chair, Interfaith Alliance at the Beach; and Family and Community Engagement Center at Plaza Annex.

The discussion continued regarding the Family Outreach Representatives (FOR); access to the FACE monthly newsletter; attendance at the virtual Parent Connection workshops; overview and brief details about FamilyVoice group; community partnership; FACE building and FACE program growing; outreach to communities; tour tomorrow at Plaza and thank you to the FACE staff.

2. **Closed Meeting:** The closed session agenda item #2 was combined with closed session agenda item #18 as suggested by School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney, due to the fact there was extra time during the workshop session. Ms. Melnyk made a motion, seconded by Ms. Riggs 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. **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: namely to discuss:
 - 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.

The motion passed unanimously with all School Board members voting.

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

2. **REAL PROPERTY:**
 - A. Status of certain property dispositions: 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; Jack Freeman, Chief Operations Officer; Anthony L. Arnold, P.E., Executive Director, Office of Facilities Services; Rebecca Kubin, Deputy City Attorney; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; David Din, Chief Information Officer; Regina M. Toneatto, Clerk of the Board.

Anthony L. Arnold, P.E., Executive Director, Office of Facilities Services; and Rebecca Kubin, Deputy City Attorney left the closed session at 5:04 p.m. Jack Freeman, Chief Operations Officer left the closed session at 5:18 p.m.

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School Administration Building #6 Municipal Center
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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; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; David Din, Chief Information Officer; 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; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; David Din, Chief Information Officer; Regina M. Toneatto, Clerk of the Board.

3. **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; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; David Din, Chief Information Officer; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 5:30 p.m.

Certification of 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. Franklin made a motion, seconded by Ms. Hughes. The motion passed unanimously with all School Board members voting.

3. ***School Board Recess:*** The workshop adjourned at 5:31 p.m.

FORMAL MEETING

4. ***Call to Order and Verbal Roll Call:*** Chairwoman Rye called the formal meeting to order at 6:00 p.m. on the 25th 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, broadcast on VBTB 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. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board member attended via Zoom: Ms. Holtz (School Administration Building – health reasons.)

5. ***Moment of Silence followed by the Pledge of Allegiance***

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6. Student, Employee and Public Awards and Recognitions

- A. 2022 Citywide Teacher of the Year: The School Board recognized Kimberly C. Nurse, an Advancement Via Individual Determination (AVID) coordinator and teacher at Kempsville High School as the division's 2022 Citywide Teacher of the Year, chosen from an initial pool of 87 Teachers of the Year.

7. Adoption of the Agenda: Chairwoman Rye called for modifications to the agenda. Ms. Hughes made a motion to add the Resolution Masks/Face Coverings Not Required for Outdoor Activities, seconded by Ms. Manning. A copy of the resolution was distributed to the School Board members. A brief discussion followed regarding the resolution; agenda planning and agenda items. Chairwoman Rye called for a vote to add the resolution under Action; the School Board Clerk first announced there were ten (10) ayes and one (1) nay vote however, Ms. Owens also voted nay to the item being under Action but would have considered the resolution under Information. The final vote count was nine (9) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Holtz and Ms. Owens.

Ms. Hughes stated she would be amenable to move the resolution to Information as a motion, seconded by Ms. Riggs. Chairwoman Rye stated the resolution would be added to Information as item #13F and called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) nay opposed to the motion: Ms. Holtz.

Ms. Weems made a motion to amend the agenda to add Resolution to Clarify Equity Training and Teaching to the Information section under item #13G followed by an Action item in two weeks, seconded by Ms. Manning. A brief discussion followed regarding the resolution as an agenda item; public input; Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

Ms. Manning stated another amendment to the agenda; made a motion that any non-agenda speakers that signed up on these two topics that were added to the agenda, if the speakers are here, they be moved to the hearing on agenda item speakers and if speakers are not here that we continue to televise and make public and record the non-agenda speakers this evening since there are going to be people speaking on these topics that were not afforded the advance notice and we make it fair and allow everyone to be recorded this evening; seconded by Ms. Hughes; a discussion followed regarding the motion. Ms. Manning restated the motion – to move any speakers who are here who signed up on non-agenda items on the topic of the mask resolution or Ms. Weems resolution to clarify equity training to be moved to hearing to agenda item public hearing have it recorded and for those who we can't reach out to if they're speaking on that topic that we keep the cameras rolling and this continues to be a part of the public record; Chairwoman Rye called for a vote. A brief discussion continued regarding the filming of speakers; Ms. Manning state she would take that part out of her motion; clarification the portion of the motion being taken out is the camera piece. Chairwoman Rye called for a vote on the motion as amended. The School Board Clerk announced there were four (4) ayes in favor of the motion: Ms. Manning, Ms. Hughes, Ms. Franklin, and Ms. Weems. There were seven (7) nays opposed to the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. The motion did not pass; vote 4-7.

Chairwoman Rye made a motion to adopt the agenda as amended with the additions of items #13F and #13G; seconded by Ms. Melnyk; 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) All schools and administrative offices will be closed Monday, May 31 for Memorial Day; 2) remembering May 31, 2019, the city is asking the public and city employees to wear blue and to hold a moment of silence at 4:06 p.m., the city will release a memorial ceremony video at www.loveforvb.com; 3) announced Nurse Gloria Liston from Malibu Elementary School as the VBCPS School Nurse of the Year for 2021; and 4) the division has been recognized by The American School Counselor Association (ASCA) for delivering an exemplary school counseling program at Rosemont Elementary School. Rosemont Elementary School is one of only two schools in Hampton Roads to achieve the honor of a Recognized ASCA Model Program (RAMP).

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9. Approval of Meeting Minutes:

- A. May 11, 2021 Regular School Board Meeting: The following modification was noted to the May 11, 2021 Regular School Board Meeting minutes – addition of Ms. Holtz to the list of seven (7) School Board members who opposed the substitute motion from Ms. Manning, Resolution Prohibiting Collective Bargaining, only six (6) out of the seven (7) School Board members were listed. Without any other modifications, Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Owens. 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 Formal Agenda Items: Chairwoman Rye announced the School Board will hear comments on Formal Agenda items from citizens and delegations who signed up with the School Board Clerk prior to the meeting. There was one in-person speaker; the topic discussed was policy review committee recommendations – appendix B and C.

11. Consent Agenda: There were no items under the consent agenda.

12. Action

- A. Personnel Report / Administrative Appointment(s): Ms. Franklin made a motion, seconded by Ms. Hughes that the School Board approve of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the May 25, 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: Danielle E. Colucci, Executive Director of Elementary Teaching and Learning, Department of Teaching and Learning as the Senior Executive Director of Elementary Schools, Department of School Leadership; Matthew Delaney, Executive Director of Secondary Teaching and Learning, Department of Teaching and Learning as the Senior Executive Director of High Schools, Department of School Leadership; Leslie L. Ittner, Ph.D., Assistant Principal, Green Run High School as Principal, Plaza Middle School; Crystal M. Pate, Director of Business Services, Department of Budget and Finance as the Chief Financial Officer, Department of Budget and Finance; Thomas W. Quinn, Assistant Principal, Great Neck Middle School as Principal, Great Neck Middle School; Donald E. Robertson, Jr. Ph.D., Chief Schools Officer, Department of School Leadership as the Chief of Staff, Office of the Superintendent; Amy M. Schuiteboer, School Improvement Specialist, Salem High School as the Coordinator, Visual and Performing Arts Academy, Salem High School; Eugene F. Soltner, Ed. D., Principal, Great Neck Middle School as the Chief Schools Officer, Department of School Leadership; and Cheryl R. Woodhouse, Senior Executive Director of High Schools, Department of School Leadership as the Chief Human Resources Officer, Department of Human Resources.
- B. Workforce Readiness Award Application: Ms. Franklin made a motion, seconded by Ms. Anderson; Sara L. Lockett, Ed.D., Director of Technical and Career Education provided a brief presentation; reviewed the VSBA application process; the innovative program nominated is the Virginia Beach School's Career and Internship Speaker Panel Series; provided information about the program; Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- C. Budget Transfers: Ms. Riggs made a motion, seconded by Ms. Melnyk; Crystal M. Pate, Director of Business Services presented a brief overview of the budget transfers; preparation for year-end closings; related to salary and benefits; no new spending related to transfers; without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

13. Information

- A. Interim Financial Statements – April 2021: Crystal M. Pate, Director of Business Services presented the following information to the School Board: as of April 30th the overall revenue trend remains acceptable; the March 31st ADM was 63, 452 which is 352 students below the state's projection and 3,199 below the ADM used to build the budget; revised projection of state revenue is a surplus of approximately \$5.4 million; final confirmation of sales tax distributions to school divisions is not completed until mid-June; federal revenues continue to show favorable trend; year to date have received approximately \$2.1 million over our budget due

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- to impact aid payments; other sources of revenues year to date through April continue to lag; sales tax receipts are at an acceptable level year to date through April, approximately \$3 million higher than the same time last year; May is showing an increase in sales tax receipts from May of last year of approximately \$1.5 million; expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year.
- B. Final 2021-2022 Operating Budget Reconciliation: Crystal M. Pate, Director of Business Services presented an update to the final 2021/22 Operating Budget reconciliation to the School Board; briefly reviewed some background summary and timeline information; reduction of local revenue by \$5,103,663 plus an additional reduction by \$2,916,380; the total reduction made to the VBCPS in the reconciliation process is \$8,020,043; reviewed the amended budget balancing for the School Operating fund; the discussion continued regarding acknowledgment of work done by budget department; revenue sharing formula; tax adjustments; budget cuts; and impact on budget.
- C. Notification of Intent to Apply for Federal Grants SY 2021/22: Danielle Colucci, Executive Director of Elementary Teaching and Learning presented the following information to the School Board; receive and review the notification that the administration intends to apply for the following federal grants for the 2021-2022 school year:

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
	Total	\$14,209,421

- Ms. Colucci provided an overview of past, current, and projected funding amounts for each grant; overview of each grant (resources and supports); a brief discussion followed regarding grant funded positions, and math specialists/coaches.
- D. Superintendent's Evaluation Instrument Amendments Effective July 1, 2021: School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney on behalf of the Governance Committee that the School Board review the Governance Committee's recommendations for amendments to the Superintendent's Evaluation Instrument effective July 1, 2021; provided a brief overview of the development of document; the seven indicators/standards remain the same but the weighing is different; the discussion continued regarding the weighting of standard seven.
- E. Policy Review Committee (PRC) Recommendations: 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. School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney presented the following:
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.

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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.

The following Information items #13F and #13G were added during the Adoption of the Agenda – Item #7:

- F. Resolution Masks/Face Coverings Not Required for Outdoor Activities: Ms. Hughes read her resolution as follows:

RESOLUTION

MASKS/FACE COVERINGS NOT REQUIRED FOR OUTDOOR ACTIVITIES

WHEREAS, the School Board of the City of Virginia Beach, Virginia is committed to the physical safety and emotional well-being of all students and staff as well as being committed to providing the least restrictive environment of all students; and

WHEREAS, Center for Disease Control (CDC) guidelines do not call for masking outdoors; and

WHEREAS, nineteen states have lifted all mask mandates with no increase in COVID numbers and, at least four more states will lift them at the end of May 2021: and

WHEREAS, the Governor of Virginia has lifted the mask mandate, excepting those inside of school buildings and traveling on public transportation; and

WHEREAS, the Governor of Virginia is scheduled to lift all COVID mitigation mandates on May 28, 2021.

NOW, THEREFORE BE IT RESOLVED, that

1. Masks/face coverings shall be optional during all outdoors activities including, but not limited to recess, physical education (PE), athletic contests/meets/matches/games, practice for athletics, marching band.
2. That masks/face coverings will be optional for students, staff, and guests at the graduation ceremonies for Virginia Beach City Public Schools, which are being held outdoors and after all mandates will have been lifted.

BE IT FURTHER RESOLVED that it will not be the policy of Virginia Beach City Public Schools to either encourage or discourage any student or staff member to wear a mask when outdoors.

A discussion continued regarding the two resolved items in the resolution; shared information from Executive Order 79 and 72; clarification on physical activity, masks, and social distancing; graduation – masks, vaccination, social distancing; marching band and guidance in Executive Order.

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- G. Resolution to Clarify Equity Training and Teaching: Ms. Weems first stated the resolution is not a replacement for the Equity Policy; Ms. Weems read her resolution as follows:

RESOLUTION TO CLARIFY EQUITY TRAINING AND TEACHING

WHEREAS, the School Board of the City of Virginia Beach, Virginia values diversity, promotes inclusiveness and is committed to providing a learning environment whereby ALL students have access and opportunities to benefit from the high standards, support and resources required for a high quality education; and

WHEREAS, the School Board values the uniqueness of each member of its staff, student population and community and encourages individual and multiple perspectives; and

WHEREAS, the School Board must provide a clear and transparent understanding of the School Division's positions and expectations regarding equity training, teaching and learning; and must bring clarity to the difference between what the School Division promotes with Culturally Responsive Practices and what the School Division does not promote such as Critical Race Theory; and

WHEREAS, the School Board recognizes that individual and group perspectives on equity may differ and are subject to constitutional and other protections. Accordingly, the School Board acknowledges that it cannot limit or discourage employees from researching, discussing, or exploring books, media/publications or materials related to Critical Race Theory on their own personal time and own expense.

NOW, THEREFORE BE IT RESOLVED that

1. Any school, school-based program, activity or entity that is operated, controlled, paid for or under the jurisdiction of the School Board shall refrain from training, teaching, or promoting the following to students and employees:
 - A. That any race is inherently superior or inferior to any other race
 - B. That any individual by virtue of his or her race or skin color is inherently racist, privileged or oppressive, whether consciously or unconsciously.
 - C. That any individual, by virtue of his or her race or skin color bears responsibility for the actions committed by other members of his or her race, skin color or religion.
 - D. An individual's moral character or worth is determined by his or her race or skin color.
 - E. That the United States is a fundamentally or systematically racist country while understanding that racism does still exist.
 - F. That capitalism is racist.
 - G. Critical Race Theory
2. That any misalignment of the above mentioned be reported to the Superintendent or designee through applicable policies, regulations, and procedures for resolving complaints by parents, students or staff. Individuals reporting any alleged misalignment will not be retaliated against.

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A discussion continued regarding confusion with training, terms; framework for resolution; resolution to provide clarity; equity assessment; context for resolution; culturally responsive practices; define what we are not doing; website is not clear; language of resolution; and any input or questions on resolution – can contact Ms. Weems.

- 14. Committee, Organization or Board Reports:** Ms. Manning shared Modernization Committee had annual meeting, Mayor's Committee for Persons with Disabilities had a meeting a few days ago – briefed on accessibility of the new city hall being built, and WHRO meeting – changing of leadership; Ms. Felton shared information regarding elected officials visiting our schools, on May 7th Christopher Farms Elementary and on May 14th Ocean Lakes High School were visited, the Legislative Committee met on May 24th – discussed current and future legislative opportunities and issues; Ms. Weems shared meeting with School Health Advisory Board – said goodbye to Ms. Mary Shaw (retiring), vaccination clinics, wellness policy triennial assessment completed, scratch cooking; Ms. Owens shared the Mental Health Task Force met yesterday – working on resource recommendations and prioritizing, Equity Council met this month – discussed the new African American History elective; Ms. Riggs shared Sister Cities had a couple of meetings – will have breakfast at town center in September – more information will be forthcoming; Chairwoman Rye shared Governance update – ongoing discussion regarding Governor's order effective Friday and impact on present practice, superintendent's evaluation – email will be forthcoming to School Board members, and mentioned upcoming school tours.
- 15. Conclusion of Formal Meeting:** The formal meeting concluded at 9:45 p.m.
- 16. Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items:** Chairwoman Rye announced the School Board will hear comments on Informal meeting and Non-Agenda items from citizens and delegations who signed up with the School Board Clerk prior to the meeting. There were seven (7) in person speakers and eight (8) on-line speakers; the topics discussed were mask, equity, and Ms. Weems' resolution.
- 17. Workshop** (as needed)
- 18. Closed Meeting:** See agenda item #2.
- 19. Vote on Remaining Action Items** (as needed)
- 20. Adjournment:** Chairwoman Rye adjourned the meeting at 10:49 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



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 SPECIAL MEETING MINUTES

Tuesday, June 1, 2021

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456

1. **Call to Order and Attendance:** Chairwoman Rye convened the special meeting at 5:06 p.m., In accordance with Bylaw 1-46, and *Virginia Code* § 2.2-3707, the purpose of the special meeting is for the School Board

1. To convene in closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 1 of the Code of Virginia, 1950, as amended, for

PERSONNEL MATTERS: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss performance evaluation of a specific administrator.

2. To vote in open session on any matters related to the closed session, if needed.

3. To vote on a request by three School Board Members to change the School Board Regular Meeting set for June 8, 2021 to June 9, 2021.

The following School Board members were in attendance: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens (arrived at 5:08 p.m.), Ms. Riggs, and Ms. Weems. School Board member not in attendance: Ms. Manning.

2. **Adoption of the Agenda:** Chairwoman Rye called for a motion for Adoption of the Agenda; Ms. Riggs made a motion, seconded by Ms. Holtz. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems.

3. **Closed Session:** Ms. Melnyk made a motion, seconded by Ms. Holtz that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 1 of the Code of Virginia, 1950, as amended, for

1. **PERSONNEL MATTERS:** Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss performance evaluation of a specific administrator.

The motion passed with ten (10) ayes with the following School Board members voting in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems.

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

1. **PERSONNEL MATTERS:** School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

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Superintendent Spence attended briefly at the beginning of the closes session to respond to questions as needed; he departed the closed session at 5:18 p.m.

The School Board reconvened at 9:48 p.m.

Certification of Closed Session: Ms. Melnyk read he 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. Franklin made a motion, seconded by Ms. Felton. The motion passed with ten (10) ayes with the following School Board members voting in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems.

4. *Vote on any matter related to the Closed Session:* Ms. Melnyk made a motion, seconded by Ms. Anderson, that:

- A. That the Chair and Vice Chair are authorized to present the Superintendent the written annual evaluation instrument as determined by the School Board;
- B. That in accordance with the Superintendent's employment contract, the Superintendent is authorized to receive performance compensation in the amount of 96% of the five percent of his base salary as of July 1, 2020;
- C. That the Chair is authorized to sign an amendment to the Superintendent's employment contract to extend his term of employment from July 1, 2021 to June 30, 2025;
- D. That the Superintendent is authorized, in his role as Superintendent, to serve on the regional board of the American Heart Association.

The motion passed with nine (9) ayes with the following School Board members voting in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) nay with the following School Board member voting against the motion: Ms. Hughes.

5. *Vote on request of three School Board Members to move the June 8, 2021 Regular Meeting to June 9, 2021:* Ms. Riggs made a motion, seconded by Ms. Owens to move the June 8, 2021 Regular Meeting to June 9, 2021; a discussion followed in regards to the request. The motion passed with six (6) ayes with the following School Board members voting in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were four (4) nays with the following School Board members voting against the motion: Ms. Felton, Ms. Franklin, Ms. Hughes, and Ms. Weems.

6. *Adjournment:* Chairwoman Rye adjourned the meeting at 10:11 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

SCHOOL BOARD SPECIAL MEETING MINUTES

Friday, June 4, 2021

Electronic Meeting via Zoom and VBT Channel 47

- 1. *Call to Order and Attendance:*** Chairwoman Rye stated in accordance with Bylaw 1-46, and Virginia Code § 2.2-3707, the School Board of the City of Virginia Beach has called for a special meeting to be held on Friday, June 4, 2021 at 10:00 a.m. 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 and the need to hold a special meeting on June 4, 2021, the School Board will meet electronically via Zoom. Members of the public will be able to observe the meeting through live streaming on vbschools.com, broadcast on VBT channel 47 and on Zoom. The purpose of this special meeting is for the School Board to vote on a motion to cancel any School Board meeting on June 8 or June 9, 2021 due to pending litigation and any potential public confusion regarding the date of the School Board meeting. Chairwoman Rye called the meeting to order and asked the School Board Clerk to take attendance.

The School Board Clerk took a verbal role call. The following School Board members were in attendance via Zoom: Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Melnyk, Ms. Owens, Ms. Riggs, and Chairwoman Rye.
- 2. *Adoption of the Agenda:*** Chairwoman Rye called for a motion to approve the Adoption of the Agenda; Ms. Riggs made a motion, seconded by Ms. Anderson. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk took a verbal vote from each School Board member present on Zoom. There were eight (8) ayes with the following School Board members voting in favor of the motion: Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Melnyk, Ms. Owens, Ms. Riggs, and Chairwoman Rye. There was one (1) abstention to the motion: Ms. Hughes abstained due to the fact her firm represents Ms. Manning. The agenda was approved with 8 ayes and 1 abstention.
- 3. *Vote on Motion:*** Chairwoman Rye asked for a motion for the following in response to the call for the meeting; to vote on a motion to cancel any School Board meeting on June 8th or June 9th 2021 due to pending litigation and any potential public confusion regarding the date of the School Board Meeting. Chairwoman Rye called for a motion to approve; Ms. Anderson made a motion, seconded by Ms. Riggs.

A discussion followed regarding being public servants; date change of meeting; transparency; uncertainty around the upcoming meeting; explanation of motion; overview of timeline of the court process for pending law suit; options for meeting next week; concerns about having meeting next week; overview of timeline preparations for June 4 meeting; overview of timeline preparations for June 1 meeting; and moving of agenda items from next week's meeting if cancelled.

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School Board Special Meeting
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Without further discussion, Chairwoman Rye called for a vote and reread the motion: to cancel any School Board meeting on June 8th or June 9th 2021 due to pending litigation and any potential public confusion regarding the date of the School Board meeting. As a reminder, the School Board Clerk noted Ms. Anderson made the motion and was seconded by Ms. Riggs. The School Board Clerk took a verbal vote from each School Board member present on Zoom. There were eight (8) ayes with the following School Board members voting in favor of the motion: Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Melnyk, Ms. Owens, Ms. Riggs, and Chairwoman Rye. There was one (1) abstention to the motion: Ms. Hughes abstained due a conflict. The motion passed with 8 ayes and 1 abstention.

4. **Adjournment:** Chairwoman Rye adjourned the meeting at 11:03 a.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Notification of Intent to Apply for Federal Grants for SY2021/22 **Item Number:** 11A

Section: Consent **Date:** June 22, 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 approve 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
	Total	\$14,209,421

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 – 21st 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?	
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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?	
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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"/>
	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 22, 2021.

Superintendent's Signature

Aaron C. Spence Ed.D

Superintendent's Name

June 22, 2021

Date

Board Chairperson's Signature

Carolyn T. Rye

Board Chairperson's Name

June 22, 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
		Total Allocation	11,301,308.61

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 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 style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
2.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
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4.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
5.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
6.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
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7.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
8.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
9.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
10.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
11.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
12.	Revision: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 50px; height: 20px;" type="text"/>	Date: <input style="width: 50px; height: 20px;" 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
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Measurable Objective 6:

Empty space for Measurable Objective 6
--

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
--

F. MEASURABLE OBJECTIVES (CONTINUED)

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:

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:

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

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Measurable Objective 10:

--

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

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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.)

		Title I, Part A Budget for 2021-2022 Award: S010A210046 Project Code: APE42901	
		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	
	Total Personal Services	7,174,531.96	
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	
	Total Employee Benefits	2,634,948.15	
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	
	Total Purchased/Contracted Services	609,266.18	
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	
	Total Internal Services	31,750.00	
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	
	Total Other Charges	305,632.77	
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	
	Total Materials and Supplies	545,179.55	
8000 - Capital Outlay	Non Set-Aside		
	Set-Aside		
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	Total Capital Outlay	0.00	
TOTAL BUDGET		11,301,308.61	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		267,160.67	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference 0.00

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

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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.

Title I, Part A, funds will provide various resources through contracted services: (A) Approximately 500 Administrators and staff from Title I schools will participate in the annual Title I Summer Conference to receive professional learning from keynote speaker(s) as well as division staff. (B) Title I funds will be used to support professional development both inside and outside of the school division through conferences or on-site speakers (virtual and/or in person). (C) Support outreach and field trip opportunities (VASC, MOCA, Sandler Center, Children's Museum, Hunt Club, Zoo, Aquarium, etc.) (D) Purchase remediation/enrichment technology such as; Legends of Learning, NearPod, Flocabulary, Imagine Learning, Storia, MyON, etc. (E) The Title I Crate digital resource will provide support for the Title I team and Title I administrators/staff in the implementation and documentation of Title I programs. (F) Title I, Part A, funds will support reprographics for division- and school-level family engagement announcements as well as the purchase of food for family engagement events. (G) Translation and Interpretation services will be provided to ELL families to offer access and remove language barriers.

[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, wireless phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

[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			
	Total Personnel Services	0.00		0.00	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			
	Total Employee Benefits	0.00		0.00	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			
	Total Purchased/Contracted Services	0.00		0.00	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			
	Total Internal Services	0.00		0.00	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			
	Total Other Charges	0.00		0.00	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			
	Total Materials and Supplies	0.00		0.00	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			
	Total Capital Outlay	0.00		0.00	Yes
TOTAL BUDGET		0.00		0.00	
TOTAL PARENT AND FAMILY ENGAGEMENT 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

J. DETAILED BUDGET BREAKDOWN

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."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?

Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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.

[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 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

X

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 by:

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

Grade Spans	Grade Span Average
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															
A.					B.										
					Low-Income Factor 35 percent and Above										
Division's Title I Allocation :					11,301,308.61	*PER PUPIL EXPENDITURE CALCULATION									
Minus Set-Asides (if applicable):					5,734,884.29	Step 1:									
Amount for Distribution to Schools:					5,566,424.32	Amount for Distribution to Schools		5,566,424.32		7,242.20		=		768.6	
Divisionwide Average From Low-Income Families					0.430816252	Low-Income Pupils in Public Schools Served									
					Per Pupil Expenditure (PPE)										
(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]

[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	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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> <ol style="list-style-type: none"> Describe the facility and/or population that will be served. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs. Describe how the funds will be distributed to benefit neglected children being served.
<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 http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at Tiffany.Frierson@doe.virginia.gov 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.	Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.	
	<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.	Describe the method used for determining the amount reserved to serve students experiencing homelessness.	
	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

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 or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: 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?	Yes		
Does the total in I11 match cell P23 on the "Below 35% Low-Income" tab?	No - please review your entries.		
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	X 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:			
	X	Virginia Preschool Initiative	X Head Start
	X	Early Childhood Special Education	
		Others (specify)	
Students Must Be:	4	Age	by 9/30/2021 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.

List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs				
School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals
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	

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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 06/22/21 .

Superintendent's Signature

Aaron C. Spence, Ed.D.

Superintendent's Name

06/22/21

Date

Board Chairperson's Signature

Carolyn T. Rye

Board Chairperson's Name

06/22/21

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
		Total Allocation Available for Title V, Part B, Subpart 2	264,580.85

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>In narrative format: 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>Include a description of the targeted population(s). (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>Describe how the school division's program will support the goals of ESEA, as amended:</p> <ul style="list-style-type: none"> 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; 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 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.
<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>Provide a description of the needs assessment that was conducted to support the proposed activities.</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 <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:	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

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.
<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>	
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.
<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 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.

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.	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.
<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.	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.
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>Program Evaluation – 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">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;b. the steps taken to ensure data quality; andc. how the data is being used to track performance and make program improvements.
<p>Data is used to track student progress of students enrolled in the ISAEF 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. 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. 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.

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>
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[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.

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.

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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

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:
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 22, 2021**.

Superintendent's Signature
Aaron C. Spence, Ed.D
Superintendent's Name
June 22, 2021
Date

Board Chairperson's Signature
Carolyn T. Rye
Board Chairperson's Name
June 22, 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
		Total Allocation Available for Title II, Part A	1,520,997.18

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	
		Total	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>STAKEHOLDER ENGAGEMENT/NEEDS ASSESSMENT: 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 & 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>USE OF DATA: 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.	TEACHER QUALITY: 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.	PRIORITIZING FUNDS: 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>ALIGNMENT TO STANDARDS: 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>PROFESSIONAL GROWTH: 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>PROFESSIONAL DEVELOPMENT: 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>PROFESSIONAL DEVELOPMENT: 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>CLASS-SIZE REDUCTION: 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>
N/A	

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:

D. MEASURABLE OBJECTIVES (CONTINUED)

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:

F. DETAIL BUDGET BREAKDOWN

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."**

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

Personnel Services - Instructional Coaches

Item Description	Measurable Objective	Category	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools				
Instructional Coaches	1, 2	Professional Development	18.00	1,009,780.18
Total for Object Code:			18.00	1,009,780.18

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](#)

		Title IV, Part A, Transferability Award S424A210048 Project Code APE60022			
		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]

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.

Item Description	Measurable Objective	Funding Source	Quantity	Total Cost
Private School Set-aside				
Total for Object Code:				0.00

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
c. Amount to use for set-aside calculations	1,520,997.18

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
c. Amount to use for set-aside calculations	0.00

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		
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
	Print All Tabs below
	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:	
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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 06/22/21 .

Superintendent's Signature
Aaron C. Spence, Ed.D.
Superintendent's Name

06/22/21
Date

Board Chairperson's Signature
Carolyn T. Rye
Board Chairperson's Name

06/22/21
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"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
4.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
5.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
7.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
9.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
10.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
11.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
12.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	<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 3000

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.

Funds will be used to support costs, such as conference registration and travel, 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).

Funds will be used to renew a one-year contract with Ellevation. The contract includes the Ellevation platform for organizing EL student data, support of digital English learner meetings for accommodation planning and monitoring purposes, and provides federally-mandated documents in multiple languages.

[illegible]

Total for Object Code:	32,043.43
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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 Personnel 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

E. DETAILED BUDGET BREAKDOWN

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."**

Does the Transferability Detailed Budget Breakdown Match the Transferability 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. (Required if staff positions are to be funded by federal funds).

[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) - Not Required	
The percentage of ELs who made progress toward reaching proficiency - Not Required	
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"> • A timeline for evaluation; • The titles of stakeholders involved in the evaluation process; and • 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).
<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 Title III funds to provide supplemental support 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 Title III funds to provide supplemental support 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	Print All Tabs Below
<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 06-22-2021.

Superintendent's Signature

Aaron C. Spence, Ed.D
Superintendent's Name

6/22/2021
Date

Board Chairperson's Signature

Carolyn T. Rye
Board Chairperson's Name

6/22/2021
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
		Total Allocation Available for Title IV, Part A	939,071.85

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>Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.</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"> A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the division's priorities; C. what data was collected and analyzed; and 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. <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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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.

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		
	Total Personnel Services	0.00	
2000 - Employee Benefits	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	
3000 - Purchased/Contracted Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	
4000 - Internal Services	Internal Services		
	Private School Set-Aside		
	Total Internal Services	0.00	
5000 - Other Charges	Indirect Costs		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	
6000 - Materials and Supplies	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	
8000 - Capital Outlay	Non-Administrative		
	Private School Set-Aside		
	Total Capital Outlay	0.00	
TOTAL BUDGET		0.00	
TOTAL SET-ASIDE BUDGET		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		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 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.

Total for Object Code:	0.00
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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.

Total for Object Code:	0.00
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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
c. Amount to use for set-aside calculations	\$920,346.78

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
c. Amount to use for set-aside calculations	\$0.00

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	
			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: Policy Review Committee Recommendations **Item Number:** 11B1-3

Section: Consent **Date:** June 22, 2021

Senior Staff: Donald E Robertson, Ph.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 approve 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 June 22, 2021 Consent Agenda.

Background Summary

1. **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.
2. **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.
3. **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: None

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)

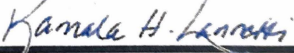
Amended by School Board: October 6, 1998

Amended by School Board: June 20, 2006

Amended by School Board: October 10, 2017

[Amended by School Board: 2021](#)

APPROVED AS TO
LEGAL SUFFICIENCY



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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

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 School Board encourages the use of technology~~computers~~ 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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick



Subject: Religious Exemptions

Item Number: 11C

Section: Consent Agenda

Date: June 22, 2021

Senior Staff: Donald E. Robertson, Jr., Ph.D., Chief of Staff

Prepared by: Denise White, Student Conduct/Services Coordinator

Presenter(s): Michael B. McGee, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption Case No. RE-20-31, RE-20-32 and RE-20-33.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None


Subject: School Board Organizational Matters
Item Number: 11D1-3
Section: Consent
Date: June 22, 2021
Senior Staff: N/A
Prepared by: Regina M. Toneatto, School Board Clerk
Presenter(s): Aaron C. Spence, Ed.D., Superintendent
Recommendation:

That the School Board

1. **Superintendent's Designee in the Absence of the Superintendent:** Approve the Superintendent's recommendation to appoint Donald E. Robertson, Ph.D., Chief of Staff, and Crystal M. Pate, Chief Financial Officer, as designees of the division superintendent to attend meetings of the School Board in the absence or inability to attend of the superintendent for the 2021-22 fiscal year pursuant to *Code of Virginia* § 22.1-76, ... approval of division superintendent's designee
2. **Signature Authority in the Absence of the Superintendent:** Authorize the Superintendent's recommendation to extend the term of signature authority for Donald E. Robertson, Ph.D., Chief of Staff; and/or Crystal M. Pate, Chief Financial Officer, through June 30, 2022 to sign all Virginia Department of Education correspondence (VDOE), reports, documents, requisitions and other official correspondence in the absence of the division superintendent.
3. **Payroll Deductions:** Authorize the following list of payroll deductions for the 2021-22 fiscal year pursuant to Board Policy 4-36 – Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan; and its corresponding Regulation 4-36.1 – Payroll Deductions:

1. Health Plans	13. State Education (Student Loans)	21. VRS Service Buy Back
2. Dental Plans	14. Child Support	22. Workers' Compensation
3. Tax Sheltered Annuities	15. Court Orders/Bankruptcies	Salary/Leave Adjustments
4. Flexible Benefit Plans	16. Legal Resources	23. Travel Advance and Other
5. Long Term Disability Plan	17. Direct Deposit	Purchase Repayments
6. Association Dues	18. VRS Optional Life Insurance	24. Voluntary Benefits
7. United Way	19. Salary/Leave Adjustments	25. Administrative Processing Fees,
8. Deferred Compensation	20. Employee Authorized	where applicable
9. Garnishments	Payment(s) owed to the School	26. VRS Retirement – Member
10. Federal Tax Liens	Division	Contribution Rate
11. State Tax Liens		27. Virginia Beach Education
12. Local Tax Liens		Foundation

Background Summary:
Source:

Bylaw 1-40

Budget Impact:

N/A



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

Section: Action **Date:** June 22, 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 June 22, 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: 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 543 teacher new hires for the 2021–2022 school year, including 229 early commitments/letters of intent so far. As we continue to move candidates through the full hiring process of becoming employees, you will increasingly see the number of employees who have been hired over the course of the summer on the Personnel Report.

Personnel Report
Virginia Beach City Public Schools
June 22, 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>
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	6/1/2021	Thomas L King	Custodian III Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	5/19/2021	Geraldine Williams	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	6/7/2021	Rowena C Lapid	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	5/19/2021	Christopher M Queman	Physical Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	5/26/2021	Shawn R Katzaman	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	7/1/2021	Tracy E Bly	Technology Support Technician	Harrisburg Area Comm College, PA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	7/1/2021	Mary-Ellen D Bostjancic	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	7/1/2021	Kristina Foster	School Administrative Associate I	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	9/1/2021	ShaCori D Conyers	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	9/1/2021	Dionysia Martin	Special Education Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	7/1/2021	Piliani T Gobel	Special Education Assistant	Chaminade University, HI	Next Step Behavioral Centers, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	5/20/2021	Jeffrey N Hayes	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/26/2021	Ann M Windsor	Library/Media Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	5/27/2021	Taivion C Price	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	5/20/2021	Ashleye Mitchell	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	6/3/2021	Alisha N Dulaney	School Office Associate II	Not Applicable	Hutco Inc., VA
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/26/2021	Wayne A Ricci	Security Assistant, .600	Holyoke Community College, MA	City of Norfolk, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	6/3/2021	Nathan P Buenaventura	Security Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	5/12/2021	Chelsea M Kimbrough	School Improvement Specialist	University of Virginia, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	5/24/2021	Laura C Corbin	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	7/1/2021	Stacy L Poborsky	Administrative Office Associate I	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	6/7/2021	Caitlyn Shelton	Benefits Specialist I	James Madison University, VA	Layton Realty Group, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	6/3/2021	MarQuise D Davis	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	6/7/2021	Adriene M Hill	Assistant Director Custodial & Distribution Services	Liberty University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	4/16/2021	Jeffrey A Walck Jr	Electrical Craftsman III	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	5/10/2021	Michael G Drewry	Coordinator Special Projects	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	6/3/2021	Allan Mezzapeso	Electrical Craftsman II	Not Applicable	A & B Electric Co., Inc., VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	6/23/2021	Tiffany L Jacobs	Assistant Director Maintenance Services	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	7/16/2021	Domenica T Worsley	Health Services Nursing Specialist	University of Phoenix, AZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	6/7/2021	Alonzo L Bullock	Custodian II	Not Applicable	VSD LLC, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	6/21/2021	Robert B Miller	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	6/28/2021	Nathan A Jackson	Fleet Foreman	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	6/30/2021	Christine Jones	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2021	Chloe Lowe	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	6/30/2021	Nuvia L Charboneau	Cafeteria Assistant, 4.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeeds	6/30/2021	Nicole Caudell	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	5/27/2021	Evangeline M Palmer	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/21/2021	Deshonn H Bell	Library/Media Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2021	Janette A Agnese	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2021	Jennifer E Wehr	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville	5/26/2021	Christopher M Queman	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	5/21/2021	Kirvisha K Jones	Custodian II Head Night (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2021	Juliana N DePamphillis	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kingston	6/30/2021	Donna M Kopf	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Linkhorn Park	6/30/2021	Olivia A Warren	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Ocean Lakes	6/30/2021	Audrey Branch	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2021	Marjorie G Cuachon	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2021	Jaimelee L Milo	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	6/30/2021	Sharon W Deperalta	Physical Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	5/24/2021	Penny L Rawlins	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2021	Samantha N Wilkinson	Cafeteria Assistant, 4.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	6/11/2021	Maria S Despiau	Cafeteria Assistant, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Woods	5/28/2021	Taivion C Price	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2021	Eric B Watson	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	6/4/2021	Mark A Bacon	ISS Coordinator (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	6/30/2021	Freddie P Alarcon Jr	Principal (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	6/30/2021	Salena R Williams	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	6/18/2021	Teresa D Settelen	School Office Associate II (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	5/20/2021	Larry D Plummer	Custodian I, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	6/7/2021	Jahur Paige	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Adult Learning Center	6/16/2021	Charlene Cofield	(personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	5/28/2021	Rosa M Vargas	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	6/30/2021	James J Avery	Assistant Principal (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	6/30/2021	Monica Cooper	Cafeteria Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	6/30/2021	Sharon D Mazzio	Clinic Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Technical And Career Education Center	6/11/2021	Jaylynn Frazier	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Technical And Career Education Center	6/30/2021	Francis D Mazzio	Security Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Human Resources	6/11/2021	Lynette F Wilson	Human Resources Associate (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	6/11/2021	Maria L Goodwyn	Benefits Specialist I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	5/7/2021	Ryan O Boylan	Distribution Driver (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	5/28/2021	MarQuise D Davis	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	5/28/2021	Dontre R Johnson	Distribution Driver (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	5/28/2021	Anthony T Phan	Food Services Craftsman II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Professional Growth and Innovation	6/30/2021	Anna H Surratt	Coordinator Professional Learning (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Safety and Loss Control	5/28/2021	Joseph Sofia	Security Officer (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Leadership	5/28/2021	Michael K Foreman	Custodian II Head Night (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	7/30/2021	Jennifer M Moran	Psychologist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/19/2021	Denise M Winston	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/24/2021	David Erskine	Bus Driver, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/25/2021	Shannon M Cage	Bus Driver, 5.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/4/2021	Noah Cannon	Bus Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/4/2021	Athena M Phelps	Bus Driver, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/15/2021	Meredith K Lawler	Bus Driver (long term disability)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Elizabeth A Everett	Bus Driver, 6.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Wendy G Mathews	Bus Driver, 6.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Arrowhead	6/30/2021	Linda Ellison	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Birdneck	6/30/2021	Mary T Riggs	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Corporate Landing	6/30/2021	Kellie J Casbeer	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Diamond Springs	6/30/2021	Karen L Farquer	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Glenwood	6/30/2021	Kathy A Laubach	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kempsville Meadows	6/30/2021	Nancy J McNeeley	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	King's Grant	6/30/2021	Martha P Donoghue	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	King's Grant	6/30/2021	Wendy N O'Connor	Kindergarten Assistant	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
June 22, 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>
Assigned to Unified Salary Scale	Retirements - Elementary School	Pembroke	6/30/2021	Diana M Lord	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Pembroke Meadows	6/30/2021	Walter L Shawn	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Red Mill	6/30/2021	Gail B Stiles	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Rosemont	6/30/2021	Sharon D Parker	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Tallwood	6/30/2021	Debra Gordon	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Tallwood	6/30/2021	Sandra J Reimers	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Three Oaks	6/30/2021	Veronica J Cash	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Trantwood	6/30/2021	Printess Garrison	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Bayside	6/30/2021	Raymond J Medina	Custodian IV Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Kempsville	6/30/2021	Larry Dozier Jr	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Lynnhaven	6/30/2021	Fan Wong	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	6/30/2021	Karen W Tyree	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2021	Helen T Cox	Coordinator International Baccalaureate	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	6/30/2021	Andrew P Seufer	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	6/30/2021	James M Sullivan	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	5/31/2021	Brigitte J Strojek	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	8/31/2021	Rosemary P Smith	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Leadership	6/30/2021	James B Long II	Coordinator Student Activities	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Vanessa L Brown	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Nicole Eckerson	Bus Driver, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Deborah L Sims	Bus Driver, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Phyllis J Victor	Bus Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Middle School	Corporate Landing	6/30/2021	Judy R Gilbert	Security Assistant (employee changed the retirement date from 9/3/2021 to 6/30/2021)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/26/2021	Ruby M Decker	Art Teacher	Armstrong Atlantic State Univ, GA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/26/2021	Brandi L Blauvelt	Kindergarten Teacher	Western Governors University, UT	Victory Collegiate Academy, AZ
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/26/2021	LaDonna N Young	Fourth Grade Teacher	City University, WA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/26/2021	Meredith A Snyder	Art Teacher	University of Louisville, KY	Chesterfield County PS, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont	8/26/2021	Aisha D Robinson	Kindergarten Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Salem	8/26/2021	Michelle M Wise	Special Education Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/26/2021	Kristen B Brunner	Kindergarten Teacher	Virginia Wesleyan University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/26/2021	Heidi M Hadley	Fourth Grade Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/26/2021	Lori G Beverley	Third Grade Teacher	Christopher Newport University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/26/2021	Susan K Conrad	Eighth Grade Teacher	Slippery Rock University, PA	State College Area SD, PA
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/26/2021	Misty L Culler	Literacy Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/26/2021	Devon T Snow	Special Education Teacher	Mary Baldwin College, VA	Rockingham County PS, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/26/2021	Jennie D Cox	Mathematics Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/26/2021	Kimberly J Craig	Social Studies Teacher	University of Texas Dallas, TX	Plano Independent School, TX
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2021	Joshua A White	Physical Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	6/30/2021	Melissa R Barnhill	Title I Resource Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Centerville	5/17/2021	Raven Chivers	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Centerville	6/30/2021	Joanne Van Zyl	Kindergarten Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	College Park	6/30/2021	Felicia R Walton	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	5/18/2021	Bridget Looney	Special Education Teacher (job abandonment)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2021	Nancy E Estepa	Title II Resource Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2021	Amelia K Hinton	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	6/30/2021	Michele R Ambrogi	Third Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kingston	6/30/2021	Jessica H Burgess	First Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	6/30/2021	Lily P Drum	Fourth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Linkhorn Park	6/30/2021	Kayla R Edwards	School Counselor (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Luxford	6/30/2021	Michelle D Michaud	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	6/30/2021	Jamie A Baker	First Grade Teacher (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	6/21/2021	Marilyn Carvajal	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2021	JeriAnne Remmers	First Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2021	Kate-Lyn M Rogers	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2021	Chantrell A Shaw	Fourth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	6/30/2021	Alex T Caldwell	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	6/30/2021	Nichole M Evenson	Third Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Strawbridge	6/30/2021	Hillary K Beristain	First Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Three Oaks	6/30/2021	Graham Kampfmueller	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	6/30/2021	Katie N Schumaker	Special Education Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2021	Roy Clemenz	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2021	Summer D Paradiso	Art Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2021	Jovonne Vrechek	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2021	Sherri L Williams	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	6/30/2021	Andrea M Moses	Eighth Grade Teacher (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2021	Shari August	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2021	Sara M Dias	Eighth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	6/30/2021	Caitlin D Trigiani	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	7/2/2021	Megan K Graman	Guidance Department Chairman (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2021	Isaiah C Moore	Eighth Grade Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2021	Faith G Williams Schesventer	Eighth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2021	Tori J Harrison	Special Education Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2021	Erin M Mcinroe	Eighth Grade Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2021	Charndra T Perry	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	6/30/2021	Tanesha F Koonce	Family & Consumer Science Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	6/30/2021	Carolyn A Lizik	English Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2021	Noemi A Perez Bonet	Spanish Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2021	Keisha R Phillips	School Counselor (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	6/30/2021	Alexis M Jones	English Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2021	Erich W Diehl	Naval Science Instructor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2021	Griffin J Schutte	Spanish Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2021	Maia M Chaka	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2021	Shawn R McElveen	Social Studies Teacher (active duty military)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2021	Sarah E Clark	Social Studies Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2021	Jamie L Bermke	Special Education Support Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2021	Kelsey E O'Hanlon	Speech/Language Pathologist, .600 (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Alanton	6/30/2021	Donna V Nagel	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Centerville	6/30/2021	Margaret A Belan	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Corporate Landing	6/30/2021	Lynda H Kokes	Fifth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Corporate Landing	6/30/2021	Jessica A Winbauer	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	John B. Dey	6/30/2021	Janice L Logan	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Landstown	6/30/2021	Ann M Wallace	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Shelton Park	6/30/2021	Ellen D Pontiff	Kindergarten Teacher	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
June 22, 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>
Assigned to Instructional Salary Scale	Retirements - Elementary School	Three Oaks	6/30/2021	Cheryl A Tomik	Fifth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Brandon	6/30/2021	Sara M Rose	Sixth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	6/30/2021	Loren J Hart	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Virginia Beach	6/30/2021	Patricia M Jack	English Second Language	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Princess Anne	6/30/2021	James A Hunt	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Salem	6/30/2021	Stuart L Callahan	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Salem	6/30/2021	Timothius M Robinson	Naval Science Instructor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - High School	Adult Learning Center	6/30/2021	Georgette P McGovern	ALC Teacher (employee changed retirement date from 5/31/2021 to 6/30/2021)	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Birdneck	7/1/2021	Karla C Young	Principal	Regent University, VA	Not Applicable
Administrative	Appointments - Elementary School	Malibu	7/2/2021	Courtney J Scarcelli	Principal	Old Dominion University, VA	Not Applicable
Administrative	Appointments - Elementary School	Newtown	7/1/2021	LaTishia A Wilson	Principal	Regent University, VA	Not Applicable
Administrative	Appointments - Elementary School	Princess Anne	7/1/2021	Alison M Reddy	Principal	Old Dominion University, VA	Not Applicable
Administrative	Appointments - Middle School	Corporate Landing	7/1/2021	Robert V Yoshida	Principal	George Mason University, VA	Not Applicable
Administrative	Appointments - Middle School	Great Neck	7/1/2021	Gabriel Howard	Assistant Principal	Lamar University, TX	Not Applicable
Administrative	Appointments - Middle School	Kempsville	7/1/2021	Tamara D Cornick	Principal	Walden University, MN	Not Applicable
Administrative	Appointments - Middle School	Landstown	7/1/2021	Lucas T Witham	Assistant Principal	Not Applicable	Not Applicable
Administrative	Appointments - High School	Bayside	7/1/2021	David C Brown	Assistant Principal	Liberty University, VA	Not Applicable
Administrative	Appointments - High School	Bayside	7/1/2021	Sally Jarvis-Lubbe	Assistant Principal	Not Applicable	Not Applicable
Administrative	Appointments - High School	Bayside	7/1/2021	Troy A Walton	Principal	Old Dominion University, VA	Not Applicable
Administrative	Appointments - High School	Green Run	7/1/2021	Bridgette L Berthold	Assistant Principal	Regent University, VA	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Budget & Finance	7/1/2021	Dwight C Duren	Coordinator Accounting	College of William and Mary, VA	Not Applicable
Administrative	Appointments - Miscellaneous	Office of Programs for Exceptional Children	7/1/2021	Felicia M Shepard	Coordinator Special Education	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
June 22, 2021
2020-2021
Virginia Teachers for Tomorrow

Recommended for the 2021 Virginia Beach Future Teacher Awards and Contracts

The following promising teacher candidates have completed the Virginia Teachers for Tomorrow program and/or the Early Childhood Education Program, have been recommended by their HS principal, and expressed their intent to obtain a teaching degree and return to VBCPS to teach. The SB of the City of Virginia Beach hereby conditionally approves a probationary contract of employment for these candidates upon meeting the terms of VBCPS Future Teacher Contract Agreement.

<u>Scale</u>	<u>Class</u>	<u>School</u>	<u>Student Name</u>
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Bayside High School	Donald Labud
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Allison Beale
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Elizabeth Byrum
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Taylor Dody
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Janet Greaney
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Kayla Kwiatkowski
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Cox High School	Dallas Wood
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	First Colonial High School	Sinclair Cafferty
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	First Colonial High School	Robin Waugh
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Green Run High School	Michaela Dipasupil
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Kellam High School	Alexa Henson
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Kellam High School	Caleb Sullivan
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Kellam High School	Lauren Westcott
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Kempsville High School	Cassandra Raymond
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Princess Anne High School	Kena Gresham
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Princess Anne High School	Brady Callahan
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Princess Anne High School	Shyane Reyes
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Princess Anne High School	Anna Seyrlhner
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Princess Anne High School	Grace Yonker
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Salem High School	Savannah Glidewell
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Salem High School	Courtney Gregg
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Tallwood High School	Rachel Bond
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Tallwood High School	Isabella Fernandez
Assigned to the Instructional Salary Scale	Other Employment Actions - Virginia Teachers for Tomorrow	Technical & Career Education Center	Ebony Stewart



Subject: Salary Resolution FY 21/22 **Item Number:** 12B

Section: Action **Date:** June 22, 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 approve the Salary Resolution FY 2021/2022 and the following attachments:

- Attachment A - Alphabetical Listing of Instructional Positions
- Attachment B - Instructional Experience-Based Step Pay Scale (7/1/21 --- 6/30/22)
- Attachment C - Unified Experience-Based Step Pay Scale Assignments
- Attachment D - Unified Experience-Based Step Pay Scale (7/1/21 --- 6/30/22)
- Attachment E - Part-time Temporary Hourly Rates – same as current year except for noted exceptions (7/1/21 --- 6/30/22)
- Attachment F - Table of Allowances SY 2021/2022
- Attachment G – Supplements SY 2021/2022
- Attachment H – Student Activity Rates SY 2021/2022

Background Summary:

The FY 2021/2022 Operating Budget includes funding to support the salary adjustments shown in the Salary Resolution.

Source:

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for the FY 20221/2022.

SALARY RESOLUTION

JUNE 22, 2021

WHEREAS, the mission of the Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future; and

WHEREAS, the School Board has adopted a comprehensive strategic plan and school improvement priorities to guide budgetary decisions; and

WHEREAS, the School Board has studied the recommended School Operating Budget in view of state and federal requirements, additional demands for space and operations, the strategic plan, priorities, expectations, competitive compensation for employees and the best educational interests of its students; and

WHEREAS, the School Board Proposed Operating Budget has been reconciled to meet the funding amounts of all funding sources including the funding from the City Council; and

WHEREAS, all employees will receive a 4.5% Cost of Living (COLA) adjustment and all employees on steps 1-30 will receive an additional 0.5% step increase: and

WHEREAS, the Instructional Experience-Based and Unified Experience-Based Step scales and part-time hourly rates titled below and as shown in the attachments are approved and will be effective as shown below; and

WHEREAS, the percent of compensation increases and the effective dates of the increases are shown below:

- Attachment A - Alphabetical Listing of Instructional Positions
- Attachment B - Instructional Experience-Based Step Pay Scale (7/1/21 --- 6/30/22)
- Attachment C - Unified Experience-Based Step Pay Scale Assignments
- Attachment D - Unified Experience-Based Step Pay Scale (7/1/21 --- 6/30/22)
- Attachment E - Part-time Temporary Hourly Rates – same as current year except for noted exceptions (7/1/21 --- 6/30/22)
- Attachment F - Table of Allowances SY 2021/2022
- Attachment G – Supplements SY 2021/2022
- Attachment H – Student Activity Rates SY 2021/2022

Now, therefore, let it be

RESOLVED: That the Board adopts the Salary Scales and the compensation increases as outlined in this resolution and attachments.

Adopted by the School Board this 22nd day of June, 2021

S E A L

Carolyn T. Rye, Chairwoman

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



**Alphabetical Listing of Instructional Positions
SY 2021 - 2022**

CODE	POSITION	CODE	POSITION
2001	1st Grade Teacher	2610	Japanese Teacher
2002	2nd Grade Teacher	2120	Journalism Teacher
2003	3rd Grade Teacher	2323	Keyboarding Teacher
2004	4th Grade Teacher	2000	Kindergarten Teacher
2005	5th Grade Teacher	2607	Latin Teacher
2100	6th Grade Teacher	2500	Library Media Specialist
2101	7th Grade Teacher	2577	Literacy Teacher
2102	8th Grade Teacher	2309	Marketing Education Teacher (11 m)
2400	Adaptive PE Teacher	5249	Math Academy Teacher
3231	Administrative Assistant Interns-Central Office	2202	Math Teacher
3232	Administrative Assistant Interns-Elementary	2023	Math Specialist
2026	Administrative Assistant Interns-Extended Day	2437	Multiple Disabilities Teacher
3234	Administrative Assistant Interns-High School	2524	Music - Instrumental Teacher
3233	Administrative Assistant Interns-Middle School	2528	Music Therapist (11 m)
2300	Agriculture Education Teacher (Extended)	2522	Music - Vocal Teacher
2540	ALC Teacher	2220	Naval Science Instructor (Extended)
2541	ALC Teacher (158-day)	2310	Nursing Instructor
2611	American Sign Language Teacher	2311	Nursing Instructor Coordinator (12 m)
2613	Arabic Teacher	2312	Occ Info & Exploratory Teacher
2530	Art Teacher	2441	Orthopedic Impairment Teacher (8-hr)
2529	Art Therapist (11 m)	2440	Orthopedic Impairment Teacher
2621	AVID Coach	2015	Physical Education Teacher
2620	AVID Instructor	2011	Pre-Kindergarten Teacher
2520	Band Instructor	2012	Pre-Kindergarten Resource Teacher
2594	Behavior Intervention Teacher	2405	Program Compliance Support Teacher
2301	Business Education Teacher	2322	Public Safety Instructor (11 m)
2321	Career and Academic Prep (CAP) Teacher	2020	Reading Recovery Teacher
2324	Career Skills Teacher	2575	Reading Specialist
2612	Chinese Teacher	2570	Reading Teacher
2550	Computer Science Teacher	2225	Remediation Specialist
2409	Cross Categorical Teacher (8-hr)	2608	Russian Teacher
2410	Cross Categorical - ED/LD Teacher	2510	School Counselor
2411	Cross Categorical - ED/LD/ID Teacher	2511	School Counselor (Extended)
2412	Cross Categorical - ED/ID Teacher	2203	Science Teacher
2413	Cross Categorical - LD/ID Teacher	2201	Social Studies Teacher
2555	Dance Teacher	2609	Spanish Teacher
2533	Drama Teacher	2455	Speech/Language Pathologist
2210	Drivers Education Teacher	2456	Speech/Language Pathologist (11m)
2010	Early Childhood Initiative Grant (Title Only)	2450	Speech/Learning Disabilities Teacher
2425	Early Childhood Special Ed Teacher	2451	Speech/Learning Disabilities Teacher (11m)
2426	Early Childhood Special Ed Teacher (11 m)	2585	Study Skills Teacher
2305	Education for Employment Teacher	2590	Substance Abuse Intervention
2306	Electronic Commerce Teacher	2460	Supported Employment Teacher
2445	Emotional Disability Teacher	2595	Suspension Intervention Teacher
2535	English Second Language	2650	Teacher/Facilitator (Green Run Collegiate)
2200	English Teacher	2314	Technology Education Teacher
2217	Environmental Studies Teachers	2315	Teen Living Teacher
2318	Family and Consumer Sciences Teacher	2559	Testing Assessment Specialist
2605	French Teacher	2021	Title I Kindergarten Teacher
2606	German Teacher	2022	Title I Resource Teacher
2558	Gifted Resource Teacher	2023	Title II Resource Teacher
2557	Gifted Teacher	2316	Trade & Industrial Teacher
2596	Graduation Coach	2465	Visual Impairment Teacher
2565	Health & PE Teacher	2466	Visual Impairment Teacher (8-hr)
2433	Hearing Impairment Teacher	2317	Vocational Evaluator
2307	Hotel/Motel Operations Teacher		
2320	HS That Work Coordinator		
2308	Industrial Coop Training Teacher (11 m)		
2431	Intellectual Disability 1 Teacher		
2430	Intellectual Disability 2 Teacher		
2247	Intellectual Disability 3 Teacher		
2515	Instructional Technology Specialist (11 Month)		
2215	ISAEP Teacher		

**FLSA Status for all Instructional
Positions is EXEMPT**



INSTRUCTIONAL EXPERIENCED-BASED STEP PAY SCALE

SY 2021 - 2022

Effective: July 1, 2021

Creditable Years of Teaching Experience	Standard Teaching	10-month Extended	10-month Extended HS School Counselors	11-month	12-month	ALC
0	49,256	51,978	53,456	54,430	64,040	34,506
1	49,492	52,226	53,712	54,691	64,346	34,671
2	49,615	52,357	53,846	54,827	64,507	34,758
3	49,736	52,484	53,977	54,961	64,664	34,842
4	50,010	52,773	54,274	55,263	65,019	35,034
5	50,259	53,036	54,544	55,538	65,343	35,208
6	50,522	53,314	54,830	55,830	65,686	35,393
7	50,833	53,642	55,168	56,173	66,090	35,611
8	51,102	53,926	55,460	56,471	66,440	35,799
9	51,377	54,216	55,758	56,774	66,797	35,992
10	51,667	54,522	56,073	57,095	67,175	36,195
11	51,996	54,869	56,430	57,458	67,602	36,425
12	52,355	55,248	56,820	57,855	68,069	36,677
13	52,912	55,835	57,423	58,470	68,793	37,067
14	53,384	56,334	57,936	58,992	69,406	37,398
15	54,215	57,210	58,837	59,910	70,486	37,980
16	55,158	58,206	59,862	60,953	71,714	38,641
17	56,370	59,485	61,177	62,292	73,289	39,490
18	57,582	60,764	62,492	63,631	74,865	40,339
19	58,796	62,045	63,809	64,972	76,443	41,189
20	60,006	63,322	65,123	66,310	78,016	42,037
21	61,218	64,601	66,438	67,649	79,592	42,886
22	62,430	65,880	67,754	68,989	81,168	43,735
23	63,642	67,158	69,069	70,328	82,744	44,584
24	64,854	68,438	70,384	71,667	84,319	45,433
25	66,066	69,716	71,699	73,006	85,895	46,282
26	67,278	70,995	73,015	74,346	87,471	47,131
27	68,490	72,274	74,330	75,685	89,046	47,980
28	69,702	73,553	75,645	77,024	90,622	48,829
29	70,914	74,832	76,960	78,363	92,198	49,678
30	72,126	76,111	78,276	79,702	93,773	50,527
31+	*ABOVE SCALE*					

Step 0 was adjusted by 4.5%. All employees received a 4.5% COLA and employees on steps 1-30 received an additional 0.50% experience step increase.


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Unified Experience-Based Step Pay Scale - Grade Assignments
SY 2021 - 2022
GRADE 28

Chief of Staff

GRADE 27

Chief Academic Officer	Chief Information Officer
Chief Communications and Community Engagement Officer	Chief Operations Officer for Division Services
Chief Financial Officer	Chief Schools Officer
Chief Human Resources Officer	

GRADE 26

Senior Executive Director Elementary Schools	Senior Executive Director Middle Schools
Senior Executive Director High Schools	

GRADE 25

Director Alternative Education	Executive Director Planning, Innovation and Accountability
Director Elementary Schools	Executive Director Secondary Teaching and Learning
Executive Director Elementary Teaching and Learning	Executive Director Student Support Services
Executive Director Facilities Services	Executive Director Transportation and Fleet Management Services
Executive Director Office of Programs for Exceptional Children	Principal HS

GRADE 24

Director Adult Learning Center	Director Maintenance Services
Director Benefits	Director Professional Growth and Innovation
Director Business Services	Director Purchasing Services
Director Compliance and Special Education Service	Director Student Leadership
Director Custodial and Distribution Services	Director Student Services
Director Employee Relations	Director Technical & Career Education
Director Employment Services	Director Technical & Career Education Center
Director Diversity, Equity, and Inclusion	Director Technology
Director Food Services	Director Title I Programs
Director Instructional Technology	Head of School (Green Run Collegiate)
Director K-12 and Gifted Programs	Principal MS

GRADE 23

Coordinator Information Services	Director Research, Evaluation and Assessment
Coordinator Technical Services	Director Safe Schools
Director Advanced Technology Center	Director Testing
Director Family and Community Engagement	Director Transportation
Director Internal Audit	Principal ES

GRADE 22

Academic Dean <i>(Title Only)</i>	Coordinator English
Administrative Coordinator <i>(Title Only)</i>	Coordinator English Language Learners
Assistant Director Advanced Technology Center	Coordinator Entrepreneurship & Business Academy
Assistant Principal HS	Coordinator Environmental Studies Program
Coordinator Academic Support Programs K-12	Coordinator Equity and Opportunity
Coordinator Accounting	Coordinator Family and Consumer Sciences
Coordinator Adult Academic Programs	Coordinator Fine Arts
Coordinator Alternative Education	Coordinator Food Services
Coordinator Athletics	Coordinator Gifted Education
Coordinator Benefits	Coordinator Global Studies Academy
Coordinator Budget Development	Coordinator Guidance
Coordinator Business & Information Technology	Coordinator Health Academy
Coordinator Customer Support & Quality Assurance	Coordinator Health Services
Coordinator Distance Learning	Coordinator Health/Physical Education
Coordinator Educational Foundation	Coordinator Instructional Media Service
Coordinator Elementary Curriculum	Coordinator Instructional Technology
Coordinator Engineering/Technology	Coordinator International Baccalaureate


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Unified Experience-Based Step Pay Scale - Grade Assignments
SY 2021 - 2022
GRADE 22 (continue)

Coordinator K-12 Programs and Grants	Coordinator Special Education
Coordinator Language Arts	Coordinator Student Activities
Coordinator Legal Academy	Coordinator Student Leadership
Coordinator Library Services	Coordinator Student Conduct/Services
Coordinator Math/Science Academy	Coordinator TCE Administration and Marketing Program
Coordinator Mathematics	Coordinator Technical and Career Education
Coordinator Middle Years Program	Coordinator Technical Applications
Coordinator Military Connected & Academic Support Program	Coordinator Technology Academy
Coordinator PALS Language Arts	Coordinator Title I Programs
Coordinator Parent and Stakeholder Services	Coordinator Visual and Performing Arts
Coordinator Planetarium	Coordinator World Languages
Coordinator Policy and Intergovernmental Affairs	Database Administrator
Coordinator Professional Learning	Neuropsychologist
Coordinator Psychological Services	Specialist Employee Relations
Coordinator Public Relations III	Specialist Human Resources
Coordinator Recruitment and Retention	Specialist Program Evaluation
Coordinator School/Community Partnerships	Specialist Research
Coordinator Science	Specialist Testing
Coordinator Social Studies	Technical Architect
Coordinator Social Work Services	

GRADE 21

Academic Dean (MS)	Demographer/GIS Manager
Assistant Director Custodial and Distribution Services	Development Team Leader (DOT)
Assistant Director Environmental Resources	Information Security Manager
Assistant Director Maintenance Services	Mechanical Systems Engineer
Assistant Principal MS	Payroll Supervisor
Coordinator Purchasing	Project Manager - Information Services
Coordinator Security & Safe Schools	Risk Manager
Coordinator Transportation	Staff Architect
Coordinator Transportation Routing and Analytics	Sustainability Officer
Dean of Students (MS)	Systems Engineer - Supervisor

GRADE 20

Assistant Principal ES	Human Resources Marketing Specialist
Contract Specialist	Programmer Analyst - Senior
Coordinator Public Relations II	Project Manager - Construction
Educational Data Specialist	Project Manager-Safe Schools
Financial Management Specialist	Student Information Systems Specialist
Food Services Operations Supervisor	Systems Analyst
Grants Manager	Transportation Systems Specialist
Human Resources Information Systems Specialist	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Unified Experience-Based Step Pay Scale - Grade Assignments
SY 2021 - 2022
GRADE 19

Accountant - Principal	Occupational Therapist
Assistant Payroll Supervisor	Physical Therapist
Behavior Intervention Specialist	Positive Behavioral Interventions and Supports (PBIS) Specialist
Benefits Program Specialist	Procurement Specialist II
Coordinator of Custodial Services	Psychologist
Coordinator Distribution Services	School Counseling Department Chair
Coordinator Maintenance	School Social Worker
Coordinator Mechanical Systems	School-to-Work Transition Supervisor (Delete)
Coordinator Special Projects	Specialist, Professional Learning
Energy Manager	Student Activities Coordinator (HS)
Fleet Manager	Supervisor Construction
Health Services Nursing Specialist	Systems Administrator
Instructional Specialist	Systems Engineer
Internal Auditor	

GRADE 18

Audiologist	Positive Behavioral Interventions and Supports (PBIS) Coach
Coordinator, Public Relations I	Programmer Analyst
District Chef	School Improvement Specialist (HS)
Family Engagement Specialist	School Nurse
Family Outreach Representative	Student Activities Coordinator (MS)
Foundation Transition Planner	Transportation Area Supervisor
Hampton Roads Workforce Council Specialist	Webmaster
Occupational Safety and Health Specialist	Work-Based Learning Specialist

GRADE 17

Accountant - Sr.	Procurement Specialist I
Budget Analyst	School Improvement Specialist (MS)
Construction Inspector, Senior	Student Support Specialist
Geographic Information Systems (GIS) Analyst	Supervisor Maintenance
Interpreter Specialist	Technical Services Support Supervisor
Network Administrator	

GRADE 16

Accounting Systems Specialist	Food Services Program Analyst
Benefits Specialist II	HVAC Specialist
Boiler Specialist	Interpreter III (EIPA 3.5 - 3.9)
Construction Inspector	Network Technician II
Crash Investigator	Nutritional/Training Coordinator
Data Operations Supervisor Customer Support Center Supervisor	Occupational Safety Specialist
Educational Data Analyst	Procurement Systems Specialist
Executive Office Associate III	Supervising Cafeteria Manager
Facilities Asset Manager	Technical Contract Manager
Fleet Supervisor	

GRADE 15

Assistant Accounts Payable Supervisor Delete	HVAC Craftsman III
Boiler Craftsman III	Machinist Craftsman III
Building Manager	Occupational Health and Safety Technician
Custodial Supervisor	Occupational Therapy Assistant (COTA)
Distribution Center Supervisor	Physical Therapy Assistant (LPTA)
Electrical Craftsman III	Plumbing Craftsman III
Electronics Craftsman III	Secretary & Clerk to Board
Fleet Foreman	Special Project Support
Food Services Craftsman III	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Unified Experience-Based Step Pay Scale - Grade Assignments
SY 2021 - 2022
GRADE 14

Assistant Distribution Center Supervisor	Graphic Designer
Benefits Specialist I	Interpreter II (EIPA 3.0 - 3.4)
Cafeteria Manager III	Network Technician I
Carpentry Craftsman III	Painter Craftsman III
Executive Office Associate II	School Business Assistant
General Maintenance Craftsman III	

GRADE 13

Accounting Technician	HVAC Craftsman II
Boiler Craftsman II	Insurance Claims Analyst
Cafeteria Manager II	Interpreter I (EIPA 2.5 - 2.9)
Culinary Development Chef Assistant	Machinist Craftsman II
Customer Support Technician II	Plumbing Craftsman II
Data Management Analyst	Procurement Assistant III
Electrical Craftsman II	Testing Assistant
Electronics Craftsman II	Warehouse Manager - Maintenance Services
Executive Office Associate I	Warehouse and Distribution Technician
Fleet Technician III	Workers Compensation Claims Analyst
Food Services Craftsman II	

GRADE 12

Accounts Payable Technician	Interpreter
Administrative Office Associate II	Inventory Technician
Benefits Assistant	Licensure Analyst
Bookkeeper - HS	Painter Craftsman II
Building Operations Supervisor	Payroll Assistant
Cafeteria Manager I	Research, Evaluation & Assessment (REA) Assistant
Carpentry Craftsman II	School Administrative Associate II (HS)
Fleet Technician II	Substitute Office Associate
General Maintenance Craftsman II	Technology Support Technician

GRADE 11

Administrative Office Associate I	Food Services Craftsman I
Assistant Warehouse Manager - School Plant	Human Resources Associate
Bookkeeper - MS	HVAC Craftsman I
Bus Driver Trainer	Library Cataloger (Delete)
Communications Program Associate	Machinist Craftsman I
Customer Support Technician I	Pest Control Technician
Data Processing Specialist	Plumbing Craftsman I
Electrical Craftsman I	circulat
Electronics Craftsman I	School Administrative Associate I
Employee Relations Associate	Teacher Production Center Technician
Financial Assistant	Web Page Design Technician

GRADE 10

Bus Driver	General Maintenance Craftsman I
Bus Driver - Plan Bee	Painter Craftsman I
Carpentry Craftsman I	School Rental Assistant
Clinic Assistant - LPN	Security Assistant - Renaissance Academy
Custodian IV	Special Education Assistant - BD
Fleet Technician I	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Unified Experience-Based Step Pay Scale - Grade Assignments
SY 2021 - 2022
GRADE 09

ALC General Assistant - BD	Library / Media Assistant - BD
Auxilliary Driver	PE Assistant - BD
Auxilliary Driver - Plan Bee	Pre-Kindergarten Assistant - BD
Clinic Assistant - EMT	Procurement Assistant I (<i>Title only</i>)
Distance Learning Assistant - BD	Security Assistant - BD
Distribution Driver	Security Officer
Duplication Technician (Delete)	Special Education Assistant - AD
General Assistant - BD	Student Residency Verifier
ISS Coordinator	Title I Assistant - BD
Kindergarten Assistant - BD	Transportation Dispatcher

GRADE 08

ALC General Assistant - AD	Library / Media Assistant - AD
Assistant Cafeteria Manager	Office Associate II
Circulation Clerk (Delete)	PE Assistant - AD
Clinic Assistant - CNA	Pre-Kindergarten Assistant - AD
Custodian III	School Office Associate II
Distance Learning Assistant - AD	School Office Associated II - Data Technician
Drivers Education Instructor	Security Assistant - AD
Fiscal Technician (<i>Title Only</i>)	Special Education Assistant - Parapro/48 hrs
General Assistant - AD	Title I Assistant - AD
Kindergarten Assistant - AD	

GRADE 07

ALC General Assistant - Parapro/48 hrs	PE Assistant - Parapro or 48 hrs
Baker/Cook	Pre-Kindergarten Assistant - Parapro or 48 hrs
Cafeteria Manager in Training	Security Assistant - HQ
Distance Learning Assistant - Parapro/48 hrs	Special Education Assistant - HD
General Assistant - Parapro/48 hrs	Title I Assistant - HQ
Kindergarten Assistant - Parapro/48 hrs	Warehouse Technician
Library / Media Assistant - HD/Parapro/48 hrs	

GRADE 06

ALC General Assistant - HD	PE Assistant - HD
Distance Learning Assistant - HD	Pre-Kindergarten Assistant - HD
General Assistant - HD	Security Assistant - HD
Kindergarten Assistant - HD	Custodian II

GRADE 05

Bus Assistant	Cafeteria Assistant
Bus Assistant - Plan Bee	Custodian I

GRADE 04

Fleet Shop Helper

Unified Experience-Based Step Pay Scale - SY 2021-22

U04				U05																	
Annual Hrs	7/1/2021	1600	2080	Annual Hrs	7/1/2021	651	744	837	930	1023	1116	1209	1302	1395	1488	1600	1720	2080			
Creditable Yrs of Exp	Hourly Rate	10-mo 200 days 8 hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 3.5hr/day	10-mo 186 days 4 hr/day	10-mo 186 days 4.5hr/day	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 186 days 7.5hr/day	10-mo 186 days 8hr/day	10-mo 200 days 8hr/day	11-mo 215 days 8hr/day	12-mo 260 days 8hr/day			
0	10.8321	17,331	22,530	0	11.6062	7,555	8,635	9,714	10,793	11,873	12,952	14,031	15,111	16,190	17,270	18,569	19,962	24,140			
1	10.8839	17,414	22,638	1	11.6618	7,591	8,676	9,760	10,845	11,930	13,014	14,099	15,183	16,268	17,352	18,658	20,058	24,256			
2	10.9110	17,457	22,694	2	11.6909	7,610	8,698	9,785	10,872	11,959	13,047	14,134	15,221	16,308	17,396	18,705	20,108	24,317			
3	10.9376	17,500	22,750	3	11.7193	7,629	8,719	9,809	10,898	11,988	13,078	14,168	15,258	16,348	17,438	18,750	20,157	24,376			
4	10.9978	17,596	22,875	4	11.7838	7,671	8,767	9,863	10,958	12,054	13,150	14,246	15,342	16,438	17,534	18,854	20,268	24,510			
5	11.0525	17,684	22,989	5	11.8425	7,709	8,810	9,912	11,013	12,114	13,216	14,317	15,418	16,520	17,621	18,948	20,369	24,632			
6	11.1106	17,776	23,110	6	11.9046	7,749	8,857	9,964	11,071	12,178	13,285	14,392	15,499	16,606	17,714	19,047	20,475	24,761			
7	11.1788	17,886	23,251	7	11.9780	7,797	8,911	10,025	11,139	12,253	13,367	14,481	15,595	16,709	17,823	19,164	20,602	24,914			
8	11.2381	17,980	23,375	8	12.0414	7,838	8,958	10,078	11,198	12,318	13,438	14,558	15,677	16,797	17,917	19,266	20,711	25,046			
9	11.2984	18,077	23,500	9	12.1061	7,881	9,006	10,132	11,258	12,384	13,510	14,636	15,762	16,888	18,013	19,369	20,822	25,180			
10	11.3624	18,179	23,633	10	12.1746	7,925	9,057	10,190	11,322	12,454	13,586	14,719	15,851	16,983	18,115	19,479	20,940	25,323			
11	11.4347	18,295	23,784	11	12.2523	7,976	9,115	10,255	11,394	12,534	13,673	14,813	15,952	17,091	18,231	19,603	21,073	25,484			
12	11.5136	18,421	23,948	12	12.3367	8,031	9,178	10,325	11,473	12,620	13,767	14,915	16,062	17,209	18,357	19,738	21,219	25,660			
13	11.6359	18,617	24,202	13	12.4677	8,116	9,275	10,435	11,594	12,754	13,913	15,073	16,232	17,392	18,551	19,948	21,444	25,932			
14	11.7877	18,860	24,518	14	12.6305	8,222	9,397	10,571	11,746	12,921	14,095	15,270	16,444	17,619	18,794	20,208	21,724	26,271			
15	11.9745	19,159	24,906	15	12.8306	8,352	9,545	10,739	11,932	13,125	14,318	15,512	16,705	17,898	19,091	20,528	22,068	26,687			
16	12.1870	19,499	25,348	16	13.0584	8,501	9,715	10,929	12,144	13,358	14,573	15,787	17,002	18,216	19,430	20,893	22,460	27,161			
17	12.4584	19,933	25,913	17	13.3491	8,690	9,931	11,173	12,414	13,656	14,897	16,139	17,380	18,621	19,863	21,358	22,960	27,766			
18	12.7297	20,367	26,477	18	13.6399	8,879	10,148	11,416	12,685	13,953	15,222	16,490	17,759	19,027	20,296	21,823	23,460	28,370			
19	13.0011	20,801	27,042	19	13.9307	9,068	10,364	11,659	12,955	14,251	15,546	16,842	18,137	19,433	20,728	22,289	23,960	28,975			
20	13.2724	21,235	27,606	20	14.2215	9,258	10,580	11,903	13,225	14,548	15,871	17,193	18,516	19,838	21,161	22,754	24,460	29,580			
21	13.5437	21,669	28,170	21	14.5122	9,447	10,797	12,146	13,496	14,845	16,195	17,545	18,894	20,244	21,594	23,219	24,960	30,185			
22	13.8151	22,104	28,735	22	14.8029	9,636	11,013	12,390	13,766	15,143	16,520	17,896	19,273	20,650	22,026	23,684	25,460	30,790			
23	14.0864	22,538	29,299	23	15.0938	9,826	11,229	12,633	14,037	15,440	16,844	18,248	19,652	21,055	22,459	24,150	25,961	31,395			
24	14.3576	22,972	29,863	24	15.3844	10,015	11,445	12,876	14,307	15,738	17,168	18,599	20,030	21,461	22,891	24,615	26,461	31,999			
25	14.6291	23,406	30,428	25	15.6752	10,204	11,662	13,120	14,577	16,035	17,493	18,951	20,409	21,866	23,324	25,080	26,961	32,604			
26	14.9004	23,840	30,992	26	15.9659	10,393	11,878	13,363	14,848	16,333	17,817	19,302	20,787	22,272	23,757	25,545	27,461	33,209			
27	15.1716	24,274	31,556	27	16.2568	10,583	12,095	13,606	15,118	16,630	18,142	19,654	21,166	22,678	24,190	26,010	27,961	33,814			
28	15.4430	24,708	32,121	28	16.5475	10,772	12,311	13,850	15,389	16,928	18,467	20,005	21,544	23,083	24,622	26,476	28,461	34,418			
29	15.7143	25,142	32,685	29	16.8382	10,961	12,527	14,093	15,659	17,225	18,791	20,357	21,923	23,489	25,055	26,941	28,961	35,023			
30	15.9857	25,577	33,250	30	17.1289	11,150	12,743	14,336	15,929	17,522	19,115	20,708	22,301	23,894	25,487	27,406	29,461	35,628			
31+				31+	*ABOVE SCALE																
2080 - Fleet Shop Helper				930 - Bus Assistant @ 5 hrs				930 - Cafeteria Assistant @ 5 hrs													
				1023 - Bus Assistant @ 5.5 hrs				1023 - Cafeteria Assistant @ 5.5 hrs													
				1116 - Bus Assistant @ 6 hrs				1116 - Cafeteria Assistant @ 6 hrs													
				1209 - Bus Assistant @ 6.5 hrs				1209 - Cafeteria Assistant @ 6.5 hrs													
				1302 - Bus Assistant @ 7 hrs				1302 - Cafeteria Assistant @ 7 hrs													
				1395 - Bus Assistant @ 7.5 hrs				1600/2080 Custodian I													
				1488 - Bus Assistant @ 8 hrs																	
				1720 - Bus Assistant - Plan Bee																	
				651 - Cafeteria Assistant @ 3.5 hrs																	
				744 - Cafeteria Assistant @ 4 hrs																	
				837 - Cafeteria Assistant @ 4.5 hrs																	

Unified Experience-Based Step Pay Scale - SY 2021-22												
U06						U07						
Annual Hrs	7/1/2021	1027	1371	1415	2080	Annual Hrs	7/1/2021	1027	1371	1415	1600	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 6.5hr/day	10-mo 187 days 7.33hr/day	10-mo 193 days 7.33hr/day	12-mo 260 da 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 158 day 6.5hr/day	10-mo 187 day 7.33hr/day	10-mo 193 day 7.33hr/day	10-mo 200 day 7.33hr/day	12-mo 260 da 8hr/day
0	12.4346	12,770	17,047	17,594	25,863	0	13.3262	13,686	18,270	18,856	21,321	27,718
1	12.4941	12,831	17,129	17,679	25,987	1	13.3900	13,751	18,357	18,946	21,424	27,851
2	12.5253	12,863	17,172	17,723	26,052	2	13.4234	13,785	18,403	18,994	21,477	27,920
3	12.5557	12,894	17,213	17,766	26,115	3	13.4560	13,819	18,448	19,040	21,529	27,988
4	12.6250	12,965	17,308	17,864	26,260	4	13.5301	13,895	18,549	19,145	21,648	28,142
5	12.6878	13,030	17,394	17,953	26,390	5	13.5975	13,964	18,642	19,240	21,756	28,282
6	12.7544	13,098	17,486	18,047	26,529	6	13.6687	14,037	18,739	19,341	21,869	28,430
7	12.8328	13,179	17,593	18,158	26,692	7	13.7528	14,124	18,855	19,460	22,004	28,605
8	12.9008	13,249	17,686	18,254	26,833	8	13.8256	14,198	18,954	19,563	22,120	28,757
9	12.9700	13,320	17,781	18,352	26,977	9	13.8999	14,275	19,056	19,668	22,239	28,911
10	13.0434	13,395	17,882	18,456	27,130	10	13.9786	14,356	19,164	19,779	22,365	29,075
11	13.1265	13,480	17,996	18,573	27,303	11	14.0676	14,447	19,286	19,905	22,508	29,260
12	13.2171	13,573	18,120	18,702	27,491	12	14.1648	14,547	19,419	20,043	22,663	29,462
13	13.3575	13,718	18,313	18,900	27,783	13	14.3152	14,701	19,626	20,256	22,904	29,775
14	13.5318	13,897	18,552	19,147	28,146	14	14.5020	14,893	19,882	20,520	23,203	30,164
15	13.7462	14,117	18,846	19,450	28,592	15	14.7316	15,129	20,197	20,845	23,570	30,641
16	13.9902	14,367	19,180	19,796	29,099	16	14.9930	15,397	20,555	21,215	23,988	31,185
17	14.3018	14,687	19,607	20,237	29,747	17	15.3269	15,740	21,013	21,687	24,523	31,879
18	14.6133	15,007	20,034	20,677	30,395	18	15.6606	16,083	21,470	22,159	25,056	32,574
19	14.9250	15,327	20,462	21,118	31,044	19	15.9944	16,426	21,928	22,632	25,591	33,268
20	15.2364	15,647	20,889	21,559	31,691	20	16.3281	16,768	22,385	23,104	26,124	33,962
21	15.5479	15,967	21,316	22,000	32,339	21	16.6619	17,111	22,843	23,576	26,659	34,656
22	15.8595	16,287	21,743	22,441	32,987	22	16.9958	17,454	23,301	24,049	27,193	35,351
23	16.1710	16,607	22,170	22,881	33,635	23	17.3296	17,797	23,758	24,521	27,727	36,045
24	16.4824	16,927	22,597	23,322	34,283	24	17.6631	18,140	24,216	24,993	28,260	36,739
25	16.7941	17,247	23,024	23,763	34,931	25	17.9970	18,482	24,673	25,465	28,795	37,433
26	17.1056	17,567	23,451	24,204	35,579	26	18.3307	18,825	25,131	25,937	29,329	38,127
27	17.4171	17,887	23,878	24,645	36,227	27	18.6644	19,168	25,588	26,410	29,863	38,821
28	17.7279	18,206	24,304	25,084	36,874	28	18.9983	19,511	26,046	26,882	30,397	39,516
29	18.0395	18,526	24,732	25,525	37,522	29	19.3319	19,853	26,504	27,354	30,931	40,210
30	18.3510	18,846	25,159	25,966	38,170	30	19.6659	20,196	26,961	27,827	31,465	40,905
31+	*ABOVE SCALE					31+	*ABOVE SCALE					
1027 - ALC Assist - HD 2080 - Custodian II 1415 - Security Assist - HD 1371 - Teacher Assist - HD (excluding SpEd)						1027 - ALC Assist - HQ 1600 - Baker/Cook 1600 - Cafeteria Manager in Training 1415 - Library/Media Assist -HD/HQ 1415 - Security Assist - HQ 1371 - SpEd Assist - HD 1371 - Tchr Assist - HQ (excl SpEd) 2080 - Warehouse Technician						

Unified Experience-Based Step Pay Scale - SY 2021-22									
U08									
Annual Hrs	7/1/2021	1027	1371	1393	1415	1488	1720	1600	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 6.5hr/day	10-mo 187 days 7.33hr/day	10-mo 190 days 7.33hr/day	10-mo 193 days 7.33hr/day	10-mo 186 days 7.5hr/day	11-mo 215 days 8hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day
0	14.2803	14,665	19,578	19,892	20,206	21,249	24,562	22,848	29,703
1	14.3486	14,736	19,671	19,987	20,303	21,350	24,679	22,957	29,845
2	14.3844	14,772	19,721	20,037	20,353	21,403	24,741	23,015	29,919
3	14.4194	14,808	19,768	20,086	20,403	21,456	24,801	23,071	29,992
4	14.4986	14,890	19,877	20,196	20,515	21,573	24,937	23,197	30,157
5	14.5710	14,964	19,976	20,297	20,617	21,681	25,062	23,313	30,307
6	14.6473	15,042	20,081	20,403	20,725	21,795	25,193	23,435	30,466
7	14.7374	15,135	20,204	20,529	20,853	21,929	25,348	23,579	30,653
8	14.8155	15,215	20,312	20,637	20,963	22,045	25,482	23,704	30,816
9	14.8950	15,297	20,421	20,748	21,076	22,163	25,619	23,832	30,981
10	14.9793	15,383	20,536	20,866	21,195	22,289	25,764	23,966	31,156
11	15.0748	15,481	20,667	20,999	21,330	22,431	25,928	24,119	31,355
12	15.1787	15,588	20,809	21,143	21,477	22,585	26,107	24,285	31,571
13	15.3400	15,754	21,031	21,368	21,706	22,825	26,384	24,544	31,907
14	15.5400	15,959	21,305	21,647	21,989	23,123	26,728	24,864	32,323
15	15.7862	16,212	21,642	21,990	22,337	23,489	27,152	25,257	32,835
16	16.0663	16,500	22,026	22,380	22,733	23,906	27,634	25,706	33,417
17	16.4240	16,867	22,517	22,878	23,239	24,438	28,249	26,278	34,161
18	16.7816	17,234	23,007	23,376	23,745	24,971	28,864	26,850	34,905
19	17.1392	17,601	23,497	23,874	24,251	25,503	29,479	27,422	35,649
20	17.4968	17,969	23,988	24,373	24,757	26,035	30,094	27,994	36,393
21	17.8545	18,336	24,478	24,871	25,264	26,567	30,709	28,567	37,137
22	18.2120	18,703	24,968	25,369	25,769	27,099	31,324	29,139	37,880
23	18.5696	19,070	25,458	25,867	26,275	27,631	31,939	29,711	38,624
24	18.9272	19,438	25,949	26,365	26,781	28,163	32,554	30,283	39,368
25	19.2849	19,805	26,439	26,863	27,288	28,695	33,170	30,855	40,112
26	19.6425	20,172	26,929	27,362	27,794	29,228	33,785	31,428	40,856
27	20.0001	20,540	27,420	27,860	28,300	29,760	34,400	32,000	41,600
28	20.3588	20,908	27,911	28,359	28,807	30,293	35,017	32,574	42,346
29	20.7163	21,275	28,402	28,857	29,313	30,825	35,632	33,146	43,089
30	21.0741	21,643	28,892	29,356	29,819	31,358	36,247	33,718	43,834
31+	*ABOVE SCALE								
1027 - ALC Assist - AD									

Unified Experience-Based Step Pay Scale - SY 2021-22										
U09										
Annual Hrs	7/1/2021	1027	1371	1386	1415	1488	1544	1720	1768	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 5.5hr/day	10-mo 187 days 7.33hr/day	10-mo 189 days 7.33hr/day	10-mo 193 days 7.33hr/day	10-mo 186 days 8hr/day	10-mo 200 days 8hr/day	11-mo 215 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day
0	15.2976	15,710	20,973	21,202	21,646	22,762	23,619	26,311	27,046	31,819
1	15.3708	15,785	21,073	21,303	21,749	22,871	23,732	26,437	27,175	31,971
2	15.4091	15,825	21,125	21,357	21,803	22,928	23,791	26,503	27,243	32,050
3	15.4465	15,863	21,177	21,408	21,856	22,984	23,849	26,567	27,309	32,128
4	15.5314	15,950	21,293	21,526	21,976	23,110	23,980	26,714	27,459	32,305
5	15.6088	16,030	21,399	21,633	22,086	23,225	24,099	26,847	27,596	32,466
6	15.6906	16,114	21,511	21,747	22,202	23,347	24,226	26,987	27,740	32,636
7	15.7873	16,213	21,644	21,881	22,339	23,491	24,375	27,154	27,911	32,837
8	15.8709	16,299	21,759	21,997	22,457	23,615	24,504	27,297	28,059	33,011
9	15.9560	16,386	21,875	22,115	22,577	23,742	24,636	27,444	28,210	33,188
10	16.0463	16,479	21,999	22,240	22,705	23,876	24,775	27,599	28,369	33,376
11	16.1485	16,584	22,139	22,381	22,850	24,028	24,933	27,775	28,550	33,588
12	16.2600	16,699	22,292	22,536	23,007	24,194	25,105	27,967	28,747	33,820
13	16.4328	16,876	22,529	22,775	23,252	24,452	25,372	28,264	29,053	34,180
14	16.6472	17,096	22,823	23,073	23,555	24,771	25,703	28,633	29,432	34,626
15	16.9109	17,367	23,184	23,438	23,928	25,163	26,110	29,086	29,898	35,174
16	17.2111	17,675	23,596	23,854	24,353	25,610	26,573	29,603	30,429	35,799
17	17.5944	18,069	24,121	24,385	24,896	26,180	27,165	30,262	31,106	36,596
18	17.9776	18,462	24,647	24,916	25,438	26,750	27,757	30,921	31,784	37,393
19	18.3607	18,856	25,172	25,447	25,980	27,320	28,348	31,580	32,461	38,190
20	18.7440	19,250	25,698	25,979	26,522	27,891	28,940	32,239	33,139	38,987
21	19.1273	19,643	26,223	26,510	27,065	28,461	29,532	32,898	33,817	39,784
22	19.5104	20,037	26,748	27,041	27,607	29,031	30,124	33,557	34,494	40,581
23	19.8936	20,430	27,274	27,572	28,149	29,601	30,715	34,216	35,171	41,378
24	20.2768	20,824	27,799	28,103	28,691	30,171	31,307	34,876	35,849	42,175
25	20.6600	21,217	28,324	28,634	29,233	30,742	31,899	35,535	36,526	42,972
26	21.0433	21,611	28,850	29,166	29,776	31,312	32,490	36,194	37,204	43,770
27	21.4265	22,005	29,375	29,697	30,318	31,882	33,082	36,853	37,882	44,567
28	21.8095	22,398	29,900	30,227	30,860	32,452	33,673	37,512	38,559	45,363
29	22.1927	22,791	30,426	30,759	31,402	33,022	34,265	38,171	39,236	46,160
30	22.5760	23,185	30,951	31,290	31,945	33,593	34,857	38,830	39,914	46,958
31+	*ABOVE SCALE									
1027 -	ALC Assist - BD			1371 - SpEd Assist - AD						
1720 -	Auxiliary Driver - Plan Bee			1768 - Student Residency Verifier						
1488 -	Auxiliary Driver			1371 - Tchr Assist - BD (excl SpEd)						
1371 -	Clinic Assist - EMT			2080 - Transportation Dispatcher						
2080 -	Distribution Driver									
2080 -	Duplication Technician									
1386 -	ISS Coordinator									
1415 -	Library/Media Assist - BD									
1415 -	Security Assist - BD									
1544 -	Security Officer									
2080 -	Security Officer									

Unified Experience-Based Step Pay Scale - SY 2021-22

U10												Grade 11		
Annual Hrs	7/1/2021	930	1023	1116	1209	1302	1371	1395	1488	1768	2080	Annual Hrs	7/1/2021	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 187 days 7.33hr/day	10-mo 186 days 7.5hr/day	10-mo 186 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	12-mo 260 days 8hr/day
0	16.3956	15,247	16,772	18,297	19,822	21,347	22,478	21,886	24,397	28,987	34,102	0	17.5664	36,538
1	16.4740	15,320	16,852	18,384	19,917	21,449	22,585	21,941	24,513	29,126	34,265	1	17.6504	36,712
2	16.5151	15,359	16,894	18,430	19,966	21,502	22,642	21,994	24,574	29,198	34,351	2	17.6944	36,804
3	16.5553	15,396	16,936	18,475	20,015	21,555	22,697	22,048	24,634	29,269	34,435	3	17.7375	36,894
4	16.6464	15,481	17,029	18,577	20,125	21,673	22,822	22,152	24,770	29,430	34,624	4	17.8351	37,097
5	16.7293	15,558	17,114	18,669	20,225	21,781	22,935	22,257	24,893	29,577	34,796	5	17.9239	37,281
6	16.8169	15,639	17,203	18,767	20,331	21,895	23,055	22,480	25,024	29,732	34,979	6	18.0179	37,477
7	16.9206	15,736	17,309	18,883	20,457	22,030	23,198	22,577	25,178	29,915	35,194	7	18.1287	37,707
8	17.0102	15,819	17,401	18,983	20,565	22,147	23,320	22,707	25,311	30,074	35,381	8	18.2247	37,907
9	17.1014	15,904	17,494	19,085	20,675	22,266	23,446	22,805	25,447	30,235	35,570	9	18.3226	38,111
10	17.1983	15,994	17,593	19,193	20,792	22,392	23,578	22,913	25,591	30,406	35,772	10	18.4264	38,326
11	17.3079	16,096	17,705	19,315	20,925	22,534	23,729	23,153	25,754	30,600	36,000	11	18.5437	38,570
12	17.4273	16,207	17,828	19,448	21,069	22,690	23,892	23,399	25,932	30,811	36,248	12	18.6717	38,837
13	17.6124	16,379	18,017	19,655	21,293	22,931	24,146	23,704	26,207	31,138	36,633	13	18.8701	39,249
14	17.8422	16,593	18,252	19,911	21,571	23,230	24,461	24,054	26,549	31,545	37,111	14	19.1161	39,761
15	18.1248	16,856	18,541	20,227	21,912	23,598	24,849	24,507	26,970	32,044	37,699	15	19.4191	40,391
16	18.4466	17,155	18,870	20,586	22,301	24,017	25,290	25,053	27,449	32,613	38,368	16	19.7639	41,108
17	18.8572	17,537	19,290	21,044	22,798	24,552	25,853	25,598	28,060	33,339	39,222	17	20.2038	42,023
18	19.2679	17,919	19,711	21,502	23,294	25,086	26,416	26,144	28,671	34,065	40,077	18	20.6438	42,939
19	19.6785	18,301	20,131	21,961	23,791	25,621	26,979	26,689	29,282	34,791	40,931	19	21.0838	43,854
20	20.0892	18,682	20,551	22,419	24,287	26,156	27,542	27,235	29,893	35,517	41,785	20	21.5238	44,769
21	20.4999	19,064	20,971	22,877	24,784	26,690	28,105	27,781	30,504	36,243	42,639	21	21.9639	45,684
22	20.9106	19,446	21,391	23,336	25,280	27,225	28,668	28,326	31,115	36,969	43,494	22	22.4039	46,600
23	21.3212	19,828	21,811	23,794	25,777	27,760	29,231	28,872	31,726	37,695	44,348	23	22.8440	47,515
24	21.7320	20,210	22,231	24,252	26,273	28,295	29,794	29,418	32,337	38,422	45,202	24	23.2840	48,430
25	22.1427	20,592	22,651	24,711	26,770	28,829	30,357	29,963	32,948	39,148	46,056	25	23.7241	49,346
26	22.5532	20,974	23,071	25,169	27,266	29,364	30,920	30,509	33,559	39,874	46,910	26	24.1639	50,260
27	22.9641	21,356	23,492	25,627	27,763	29,899	31,483	31,054	34,171	40,600	47,765	27	24.6041	51,176
28	23.3746	21,738	23,912	26,086	28,259	30,433	32,046	31,600	34,781	41,326	48,619	28	25.0439	52,091
29	23.7854	22,120	24,332	26,544	28,756	30,968	32,609	32,146	35,393	42,052	49,473	29	25.4839	53,006
30	24.1960	22,502	24,752	27,002	29,252	31,503	33,172	32,691	36,004	42,778	50,327	30	25.9240	53,921
31+	*ABOVE SCALE											31+	*ABOVE SCALE	
	930 - Bus Driver @ 5 hrs			2080 - Fleet Technician I									2080 - Admin Office Assoc I	2080 - Food Service Craftsman I
	1023 - Bus Driver @ 5.5 hrs			2080 - Maintenance Craftsman I									2080 - Assist Warehouse Mgr	2080 - Human Resources Associate
	1116 - Bus Driver @ 6 hrs			2080 - Painter Craftsman I									2080 - Bookkeeper - MS	2080 - HVAC Craftsman I
	1209 - Bus Driver @ 6.5 hrs			1415 - Security Assist (Renaissance)									2080 - Bus Driver Trainer	2080 - Library Cataloger
	1302 - Bus Driver @ 7 hrs			2080 - School Rentals Assist									2080 - Customer Support Tech I	2080 - Machinist Craftsman I
	1395 - Bus Driver @ 7.5 hrs			1371 - SpEd Assist - BD									2080 - Communication Prog Assoc	2080 - Pest Control Technician
	1488 - Bus Driver @ 8 hrs												2080 - Data Processing Specialist	2080 - Plumbing Craftsman I
	1768 - Bus Driver - Plan Bee												2080 - Electrical Craftsman I	2080 - Procurement Assistant II
	2080 - Carpentry Craftsman I												2080 - Electronics Craftsman I	2080 - School Admin Associate I
	1371 - Clinic Assist - LPN												2080 - Employee Relations Assoc	2080 - Teacher Prod Center Tech
	2080 - Custodian IV												2080 - Financial Assistant	2080 - Web Page Design Tech

Unified Experience-Based Step Pay Scale - SY 2021-22											
U12						U13					
Annual Hrs	7/1/2021	1309	1600	2080		Annual Hrs	7/1/2021	1309	1600	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day		Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	
0	18.8179	24,632	30,108	39,141		0	20.1690	26,401	32,270	41,951	
1	18.9079	24,750	30,252	39,328		1	20.2655	26,527	32,424	42,152	
2	18.9551	24,812	30,328	39,426		2	20.3160	26,593	32,505	42,257	
3	19.0012	24,872	30,401	39,522		3	20.3654	26,658	32,584	42,360	
4	19.1057	25,009	30,569	39,739		4	20.4775	26,805	32,764	42,593	
5	19.2009	25,133	30,721	39,937		5	20.5794	26,938	32,927	42,805	
6	19.3016	25,265	30,882	40,147		6	20.6873	27,079	33,099	43,029	
7	19.4204	25,421	31,072	40,394		7	20.8148	27,246	33,303	43,294	
8	19.5233	25,555	31,237	40,608		8	20.9249	27,390	33,479	43,523	
9	19.6280	25,693	31,404	40,826		9	21.0373	27,537	33,659	43,757	
10	19.7390	25,838	31,582	41,057		10	21.1563	27,693	33,850	44,005	
11	19.8648	26,003	31,783	41,318		11	21.2911	27,870	34,065	44,285	
12	20.0020	26,182	32,003	41,604		12	21.4380	28,062	34,300	44,591	
13	20.2144	26,460	32,343	42,045		13	21.6659	28,360	34,665	45,065	
14	20.4782	26,805	32,765	42,594		14	21.9483	28,730	35,117	45,652	
15	20.8027	27,230	33,284	43,269		15	22.2961	29,185	35,673	46,375	
16	21.1719	27,714	33,875	44,037		16	22.6918	29,703	36,306	47,198	
17	21.6433	28,331	34,629	45,018		17	23.1969	30,364	37,115	48,249	
18	22.1145	28,947	35,383	45,998		18	23.7021	31,026	37,923	49,300	
19	22.5861	29,565	36,137	46,979		19	24.2071	31,687	38,731	50,350	
20	23.0574	30,182	36,891	47,959		20	24.7122	32,348	39,539	51,401	
21	23.5288	30,799	37,646	48,939		21	25.2174	33,009	40,347	52,452	
22	24.0002	31,416	38,400	49,920		22	25.7225	33,670	41,156	53,502	
23	24.4716	32,033	39,154	50,900		23	26.2277	34,332	41,964	54,553	
24	24.9429	32,650	39,908	51,881		24	26.7328	34,993	42,772	55,604	
25	25.4142	33,267	40,662	52,861		25	27.2381	35,654	43,580	56,655	
26	25.8856	33,884	41,416	53,842		26	27.7431	36,315	44,388	57,705	
27	26.3569	34,501	42,171	54,822		27	28.2483	36,977	45,197	58,756	
28	26.8283	35,118	42,925	55,802		28	28.7535	37,638	46,005	59,807	
29	27.2997	35,735	43,679	56,783		29	29.2586	38,299	46,813	60,857	
30	27.7710	36,352	44,433	57,763		30	29.7638	38,960	47,622	61,908	
31+	*ABOVE SCALE					31+	*ABOVE SCALE				
2080 - Accounts Payable Tech						2080 - Accounting Technician					
2080 - Admin Office Assoc II						2080 - Boiler Craftsman II					
2080 - Benefits Assistant						1309 - Insurance Claims Analyst					
2080 - Bookkeeper - HS						1309 - Interpreter I					
2080 - Building Operations Supvsr						2080 - Machinist Craftsman II					
1600 - Cafeteria Manager I						2080 - Plumbing Craftsman II					
2080 - Carpentry Craftsman II						2080 - Procurement Assist III					
2080 - Fleet Technician II						2080 - Testing Assistant					
1309 - Interpreter						2080 - Warehouse & Distribution Tech					
2080 - Inventory Technician						2080 - Warehouse Manager (Maint Services)					
2080 - Licensure Analyst						2080 - Workers Comp Claims Analyst					
2080 - Maintenance Craftsman II						2080 - Food Service Craftsman II					
2080 - Painter Craftsman II											
2080 - Payroll Assistant											
2080 - Research/Eval/Assess Asst											
2080 - School Admin Assoc II - HS											
2080 - Substitute Office Assoc											
2080 - Technology Support Tech											

Unified Experience-Based Step Pay Scale - SY 2021-22

U14					U15				
Annual Hrs	7/1/2021	1309	1600	2080	Annual Hrs	7/1/2021	1488	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day	
0	21.6089	27,067	33,085	43,010	0	23.1489	32,962	46,076	
1	21.7123	27,135	33,167	43,118	1	23.2596	33,044	46,190	
2	21.7664	27,201	33,248	43,223	2	23.3176	33,124	46,303	
3	21.8194	27,268	33,329	43,328	3	23.3744	33,205	46,416	
4	21.9395	27,395	33,486	43,532	4	23.5031	33,361	46,634	
5	22.0486	27,526	33,645	43,739	5	23.6202	33,520	46,856	
6	22.1643	27,801	33,981	44,176	6	23.7439	33,855	47,324	
7	22.3007	27,922	34,129	44,368	7	23.8901	34,002	47,530	
8	22.4187	28,082	34,325	44,623	8	24.0166	34,198	47,803	
9	22.5392	28,203	34,473	44,816	9	24.1456	34,345	48,010	
10	22.6667	28,338	34,637	45,029	10	24.2821	34,508	48,238	
11	22.8112	28,634	34,999	45,499	11	24.4368	34,869	48,742	
12	22.9686	28,938	35,371	45,982	12	24.6054	35,240	49,260	
13	23.2126	29,315	35,832	46,582	13	24.8670	35,699	49,902	
14	23.5153	29,748	36,362	47,270	14	25.1913	36,227	50,640	
15	23.8878	31,269	38,220	49,686	15	25.5903	38,078	53,227	
16	24.3116	31,823	38,898	50,568	16	26.0445	38,754	54,172	
17	24.8528	32,532	39,764	51,693	17	26.6242	39,616	55,378	
18	25.3941	33,240	40,630	52,819	18	27.2039	40,479	56,584	
19	25.9352	33,949	41,496	53,945	19	27.7838	41,342	57,790	
20	26.4764	34,657	42,362	55,070	20	28.3635	42,204	58,996	
21	27.0177	35,366	43,228	56,196	21	28.9433	43,067	60,202	
22	27.5588	36,074	44,094	57,322	22	29.5230	43,930	61,407	
23	28.0999	36,782	44,959	58,447	23	30.1028	44,792	62,613	
24	28.6412	37,491	45,825	59,573	24	30.6825	45,655	63,819	
25	29.1823	38,199	46,691	60,699	25	31.2624	46,518	65,025	
26	29.7236	38,908	47,557	61,825	26	31.8421	47,381	66,231	
27	30.2646	39,616	48,423	62,950	27	32.4219	48,243	67,437	
28	30.8059	40,324	49,289	64,076	28	33.0021	49,107	68,644	
29	31.3472	41,033	50,155	65,202	29	33.5820	49,970	69,850	
30	31.8882	41,741	51,021	66,327	30	34.1617	50,832	71,056	
31+	* ABOVE SCALE				31+	*ABOVE SCALE			
2080 -	Asst Distribution Center Supervisor				2080 -	Asst. Accts Payable Supvsr			
2080 -	Benefits Specialist I				2080 -	Boiler Craftsman III			
1600 -	Cafeteria Manger III				2080 -	Building Manager			
2080 -	Carpentry Craftsman III				2080 -	Custodial Supervisor			
2080 -	Executive Office Assoc II				2080 -	Distrib Center Supervisor			
2080 -	Graphic Designer				2080 -	Electrical Craftsman III			
1309 -	Interpreter II				2080 -	Electronics Craftsman III			
2080 -	Maintenance Craftsman III				2080 -	Fleet Foreman			
2080 -	Network Technician I				2080 -	Food Service Craftsman III			
2080 -	Painter Craftsman III				2080 -	HVAC Craftsman III			
2080 -	School Business Assistant				2080 -	Machinist Craftsman III			
					2080 -	Occupat'I Health & Safety Tech			
					1488 -	Occupat'I Therapy Assist (COTA)			
					1488 -	Physical Therapy Assist (LPTA)			
					2080 -	Plumbing Craftsman III			
					2080 -	Secretary & Clerk to the Board			
					2080 -	Special Project Support			

Unified Experience-Based Step Pay Scale - SY 2021-22

U16			
Annual Hrs	7/1/2021	1309	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day
0	24.8059	32,470	51,596
1	24.9246	32,626	51,843
2	24.9868	32,707	51,972
3	25.0476	32,787	52,099
4	25.1854	32,967	52,385
5	25.3110	33,132	52,646
6	25.4436	33,305	52,922
7	25.6002	33,510	53,248
8	25.7358	33,688	53,530
9	25.8740	33,869	53,817
10	26.0204	34,060	54,122
11	26.1862	34,277	54,467
12	26.3669	34,514	54,843
13	26.6471	34,881	55,425
14	26.9946	35,335	56,148
15	27.4222	35,895	57,038
16	27.9089	36,532	58,050
17	28.5301	37,345	59,342
18	29.1516	38,159	60,635
19	29.7728	38,972	61,927
20	30.3942	39,786	63,219
21	31.0155	40,599	64,512
22	31.6369	41,412	65,804
23	32.2580	42,225	67,096
24	32.8794	43,039	68,389
25	33.5007	43,852	69,681
26	34.1220	44,665	70,973
27	34.7434	45,479	72,266
28	35.3647	46,292	73,558
29	35.9860	47,105	74,850
30	36.6074	47,919	76,143
31+	* ABOVE SCALE		
2080 - Accounting Systems Specialist 1309 - Interpreter III			
2080 - Benefits Specialist II 2080 - Network Technician II			
2080 - Boiler Specialist 2080 - Nutritional/Training Coordinator			
2080 - Construction Inspector 2080 - Occupational Safety Specialist			
2080 - Crash Investigator 2080 - Procurement Systems Specialist			
2080 - Customer Support Center Supv. 2080 - Supervising Cafeteria Manager			
2080 - Educational Data Analyst 2080 - Technical Contract Manager			
2080 - Executive Office Assoc III 2080 - Customer Support Ctr. Supv.			
2080 - Fleet Supervisor 2080 - Data Operations Supervisor			
2080 - Food Service Prog Analyst			
2080 - HVAC Specialist			

U17			
Annual Hrs	1768	2080	
Creditable Yrs of Exp	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	
0	46,993	55,285	
1	47,217	55,550	
2	47,335	55,689	
3	47,450	55,824	
4	47,711	56,131	
5	47,949	56,411	
6	48,200	56,706	
7	48,497	57,056	
8	48,754	57,358	
9	49,016	57,665	
10	49,293	57,992	
11	49,607	58,361	
12	49,950	58,764	
13	50,480	59,388	
14	51,138	60,163	
15	51,948	61,116	
16	52,870	62,200	
17	54,047	63,585	
18	55,224	64,970	
19	56,401	66,354	
20	57,578	67,739	
21	58,755	69,123	
22	59,932	70,508	
23	61,108	71,892	
24	62,285	73,277	
25	63,462	74,662	
26	64,639	76,046	
27	65,816	77,430	
28	66,996	78,819	
29	68,173	80,204	
30	69,350	81,588	
31+	*ABOVE SCALE		
2080 - Budget Analyst			
2080 - Construction Inspec			
2080 - Geographic Info Sys (GIS) Analyst			
2080 - Interpreter Specialis			
2080 - Network Administrator			
2080 - Procurement Specialist I			
2080 - School Improvement Specialist (MS)			
1768 - Student Support Specialist			
2080 - Supervisor Maintenance			
2080 - Tech.Services Support Supv.			

Unified Experience-Based Step Pay Scale - SY 2021-22

U18					U19				
Annual Hrs	1408	1600	1768	2080	Annual Hrs	1600	1768	2080	
Creditable Yrs of Exp	10-mo 192 days 7.33hr/day	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	
0	40,098	45,566	50,351	59,236	0	48,836	53,964	63,487	
1	40,290	45,784	50,592	59,520	1	49,070	54,222	63,791	
2	40,391	45,899	50,718	59,668	2	49,192	54,357	63,950	
3	40,489	46,010	50,842	59,814	3	49,312	54,490	64,106	
4	40,712	46,264	51,121	60,143	4	49,583	54,789	64,458	
5	40,915	46,494	51,376	60,442	5	49,830	55,062	64,779	
6	41,129	46,737	51,645	60,759	6	50,092	55,351	65,119	
7	41,382	47,025	51,963	61,133	7	50,400	55,692	65,520	
8	41,601	47,274	52,238	61,457	8	50,667	55,987	65,867	
9	41,825	47,528	52,518	61,787	9	50,939	56,287	66,221	
10	42,061	47,797	52,816	62,136	10	51,227	56,606	66,595	
11	42,329	48,102	53,152	62,532	11	51,553	56,967	67,020	
12	42,621	48,434	53,519	62,964	12	51,909	57,360	67,482	
13	43,074	48,948	54,088	63,633	13	52,461	57,969	68,199	
14	43,636	49,587	54,794	64,463	14	53,145	58,725	69,089	
15	44,328	50,372	55,661	65,484	15	53,987	59,656	70,184	
16	45,114	51,266	56,649	66,646	16	54,945	60,715	71,429	
17	46,119	52,408	57,911	68,130	17	56,168	62,066	73,019	
18	47,123	53,549	59,172	69,614	18	57,392	63,418	74,609	
19	48,128	54,691	60,433	71,098	19	58,615	64,770	76,200	
20	49,132	55,832	61,694	72,582	20	59,838	66,121	77,790	
21	50,137	56,973	62,956	74,066	21	61,062	67,473	79,380	
22	51,141	58,115	64,217	75,549	22	62,285	68,825	80,971	
23	52,145	59,256	65,478	77,033	23	63,508	70,177	82,561	
24	53,150	60,397	66,739	78,517	24	64,731	71,528	84,151	
25	54,154	61,539	68,001	80,001	25	65,955	72,880	85,741	
26	55,158	62,680	69,262	81,484	26	67,178	74,232	87,331	
27	56,163	63,822	70,523	82,968	27	68,401	75,583	88,922	
28	57,167	64,963	71,784	84,452	28	69,624	76,934	90,511	
29	58,172	66,104	73,045	85,936	29	70,847	78,286	92,101	2080 - Internal Auditor
30	59,176	67,246	74,307	87,420	30	72,070	79,638	93,692	1600 - Occupational Therapist
31+	*ABOVE SCALE				31+	*ABOVE SCALE			
2080 - Audiologist	1408 - School Nurse				2080 - Accountant - Principal	1600 - Physical Therapist			
2080 - Coordinator, Public Relations I	1600 - Student Activities Coord. (MS)				2080 - Assistant Payroll Supervisor	2080 - Pos Behav'I Interven & Support Spec			
2080 - District Chef	2080 - Transportation Area Supervisor				1600\1768 Behavior Intervention Specialist	2080 - Procurement Specialist II			
2080 - Family Engagement Specialist	2080 - Work-Based Learning Specialist				2080 - Benefits Program Specialist	1600/2080 Psychologist			
2080 - Family Outreach Representative	2080 - Webmaster				2080 - Coordinator Distribution Services	2080 - School Counseling Department Chair			
2080 - Foundation Transition Planner					2080 - Coordinator Maintenance	1600/2080 School Social Worker			
2080 - Occupational Health and Safety Specialist					2080 - Coordinator Mechanical Systems	2080 - Specialist Professional Learning			
1768 - Hampton Roads Workforce Council Specialist					2080 - Coordinator Special Projects	2080 - Student Activities Coordinator (HS)			
2080 - Positive Behav'I Interven & Suprt (PBIS) Coach					2080 - Energy Manager	2080 - Supervisor Construction			
2080 - Programmer/Analyst					2080 - Fleet Manager	2080 - Systems Administrator			
2080 - School Improvement Specialist (HS)					1768/2080 - Instructional Specialist	2080 - Systems Engineer			

Unified Experience-Based Step Pay Scale - SY 2021-22			
U20		U21	
Annual Hrs	2080	Annual Hrs	2080
Creditable Yrs of Exp	12-mo 260 days 8hr/day	Creditable Yrs of Exp	12-mo 260 days 8hr/day
0	68,019	0	72,889
1	68,344	1	73,238
2	68,515	2	73,421
3	68,681	3	73,599
4	69,059	4	74,004
5	69,403	5	74,373
6	69,767	6	74,763
7	70,197	7	75,223
8	70,568	8	75,621
9	70,947	9	76,028
10	71,349	10	76,458
11	71,803	11	76,945
12	72,299	12	77,476
13	73,067	13	78,299
14	74,020	14	79,320
15	75,193	15	80,577
16	76,527	16	82,007
17	78,231	17	83,833
18	79,935	18	85,659
19	81,638	19	87,485
20	83,342	20	89,310
21	85,046	21	91,136
22	86,749	22	92,962
23	88,453	23	94,788
24	90,157	24	96,613
25	91,860	25	98,439
26	93,564	26	100,265
27	95,268	27	102,091
28	96,971	28	103,915
29	98,675	29	105,740
30	100,379	30	107,566
31+	*ABOVE SCALE	31+	*ABOVE SCALE
2080 - Assistant Principal ES	2080 - Student Info Sys Specialist	2080 - Academic Dean (MS)	2080 - Development Team Leader (DOT)
2080 - Contract Specialist	2080 - Sustainability Officer	2080 - Asst. Director Environ Resources	2080 - IS Project Manager
2080 - Coord Public Relations II	2080 - Systems Analyst	2080 - Asst. Director Custodial & Dist Svcs	2080 - Information Security Manager
2080 - Educational Data Specialist	2080 - Transportation Sys Spec	2080 - Asst. Director Maintenance Svcs	2080 - Mechanical Systems Engineer
2080 - Financial Mgmt Specialist		2080 - Assistant Principal MS	2080 - Payroll Supervisor
2080 - Food Services Operations Supvsr		2080 - Coord Purchasing	2080 - Risk Manager
2080 - Grants Manager		2080 - Coord Security & Safe Schools	2080 - Staff Architect
2080 - HR Info Systems Specialist		2080 - Coord Transportation	2080 - Sustainability Officer
2080 - HR Marketing Specialist		2080 - Coord Trans Routing & Analytics	2080 - Systems Engineer Supervisor
2080 - Programmer/Analyst - Sr		2080 - Dean of Students (MS)	
2080 - Project Mgr - Construction		2080 - Demographer / GIS Manager	

Unified Experience-Based Step Pay Scale - SY 2021-22					
U22			U23		
Annual Hrs	2080		Annual Hrs	2080	
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	78,096		0	83,676	
1	78,469		1	84,077	
2	78,665		2	84,286	
3	78,856		3	84,491	
4	79,290		4	84,956	
5	79,685		5	85,379	
6	80,103		6	85,827	
7	80,596		7	86,356	
8	81,023	2080 - Coord Educational Foundation	8	86,812	
9	81,458	2080 - Coord Engineering/Tech	9	87,279	
10	81,919	2080 - Coord Environmental Studies Program	10	87,773	
11	82,441	2080 - Coord Equity and Opportunity	11	88,332	
12	83,010	2080 - Coord Food Services	12	88,942	
13	83,892	2080 - Coord Guidance	13	89,886	
14	84,986	2080 - Coord Health Services	14	91,059	
15	86,332	2080 - Coordinators of Instruction	15	92,501	
16	87,864	2080 - Coord K-12 Programs and Grants	16	94,143	
17	89,820	2080 - Coord PALS Language Arts	17	96,239	
18	91,776	2080 - Coord Parent and Stakeholder Svcs	18	98,335	
19	93,732	2080 - Coord Planetarium	19	100,430	
20	95,687	2080 - Coord Policy & Intergovernmental Affairs	20	102,526	
21	97,643	2080 - Coord Professional Learning	21	104,622	
22	99,599	2080 - Coord Psychological Services	22	106,718	
23	101,555	2080 - Coord Public Relations III	23	108,814	
24	103,511	2080 - Coord Recruitment & Retention	24	110,909	
25	105,467	2080 - Coord School/Community Partnerships	25	113,005	
26	107,423	2080 - Coord School Social Work Services	26	115,101	
27	109,379	2080 - Coord Special Education	27	117,197	
28	111,336	2080 - Coord Student Activities	28	119,293	
29	113,292	2080 - Coord Student Leadership	29	121,389	
30	115,248	2080 - Coord Student Conduct/Services	30	123,484	
31+		*ABOVE SCALE	31+		*ABOVE SCALE
2080 - Academic Dean (HS)		2080 - Coord Telecommunications	2080 - Coordinator Information Services		
2080 - Administrative Coordinator		2080 - Coord Title I	2080 - Coordinator Technical Services		
2080 - Assistant Director ATC		2080 - Database Administrator	2080 - Director Advanced Technology Center		
2080 - Assistant Principal HS		2080 - Dean of Students (HS)	2080 - Director Family and Community Engagement		
2080 - Coord Accounting		2080 - Neuropsychologist	2080 - Director Internal Audit		
2080 - Coord Adult Academic Programs		2080 - Specialist Employee Relations	2080 - Director Research, Eval and Assessment		
2080 - Coord Athletics		2080 - Specialist Human Resources	2080 - Director Safe Schools		
2080 - Coord Benefits		2080 - Specialist Program Evaluation	2080 - Director Strategic Communication		
2080 - Coord Budget Development		2080 - Specialist Research	2080 - Director Testing		
2080 - Coord Business and Info Tech		2080 - Specialist Testing	2080 - Director Transportation		
2080 - Coord Cust Support/QA		2080 - Technical Architect	2080 - Principal ES		

Unified Experience-Based Step Pay Scale - SY 2021-22					
U24			U25		
Annual Hrs	2080		Annual Hrs	2080	
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	89,669		0	96,074	
1	90,098		1	96,534	
2	90,323		2	96,775	
3	90,543		3	97,010	
4	91,041		4	97,544	
5	91,494		5	98,030	
6	91,974		6	98,544	
7	92,541		7	99,150	
8	93,030		8	99,675	
9	93,530		9	100,211	
10	94,059		10	100,778	
11	94,658		11	101,420	
12	95,312		12	102,120	
13	96,324		13	103,205	
14	97,580		14	104,550	
15	99,126		15	106,207	
16	100,886		16	108,092	
17	103,132		17	110,498	
18	105,378		18	112,904	
19	107,624		19	115,310	
20	109,870		20	117,716	
21	112,116		21	120,123	
22	114,362		22	122,529	
23	116,608		23	124,936	
24	118,854		24	127,342	
25	121,100		25	129,748	
26	123,346		26	132,154	
27	125,592		27	134,561	
28	127,837		28	136,968	
29	130,083		29	139,374	
30	132,329		30	141,781	
31+		*ABOVE SCALE	31+		*ABOVE SCALE
2080 - Director Adult Learning Center		2080 - Director Professional Growth and Innov.	2080 - Director Alternative Education		
2080 - Director Benefits		2080 - Director Purchasing Services	2080 - Director Elementary Schools		
2080 - Director Business Services		2080 - Director Student Leadership	2080 - Exec Director Elem Teaching & Learning		
2080 - Director Compliance and SpEd Services		2080 - Director Student Services	2080 - Exec Director Facilities Services		
2080 - Director Employee Relations		2080 - Director Technical & Career Education	2080 - Exec Director Office of Prog for Except'l Child		
2080 - Director Employment Services		2080 - Director Technical & Career Ed Center	2080 - Exec Director Planning, Innov.&Accountability		
2080 - Director Food Services		2080 - Director Technology	2080 - Exec Director Secondary Teaching & Learning		
2080 - Director Instructional Technology		2080 - Director Title I Programs	2080 - Exec Director Student Support Services		
2080 - Director K-12 and Gifted Programs		2080 - Head of School (GRC)	2080 - Exec Director Transportation Fleet Mgmt. Svcs.		
2080 - Director Maintenance Services		2080 - Principal MS	2080 - Principal HS		
2080 - Director Opportunity & Achievement					

Unified Experience-Based Step Pay Scale - SY 2021-22									
U26			U27			U28			
Annual Hrs	2080		Annual Hrs	2080		Annual Hrs	2080		
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day		
0	102,948		0	110,307		0	118,193		
1	103,440		1	110,835		1	118,758		
2	103,698		2	111,111		2	119,055		
3	103,950		3	111,382		3	119,344		
4	104,522		4	111,995		4	120,001		
5	105,043		5	112,552		5	120,599		
6	105,594		6	113,142		6	121,231		
7	106,244		7	113,839		7	121,977		
8	106,806		8	114,442		8	122,623		
9	107,380		9	115,056		9	123,281		
10	107,987		10	115,707		10	123,979		
11	108,676		11	116,445		11	124,769		
12	109,425		12	117,248		12	125,630		
13	110,588		13	118,494		13	126,965		
14	112,031		14	120,039		14	128,620		
15	113,805		15	121,941		15	130,658		
16	115,825		16	124,105		16	132,977		
17	118,404		17	126,868		17	135,937		
18	120,982		18	129,630		18	138,898		
19	123,560		19	132,393		19	141,858		
20	126,139		20	135,156		20	144,818		
21	128,718		21	137,918		21	147,779		
22	131,296		22	140,681		22	150,739		
23	133,874		23	143,444		23	153,699		
24	136,453		24	146,207		24	156,659		
25	139,032		25	148,970		25	159,620		
26	141,610		26	151,732		26	162,580		
27	144,189		27	154,495		27	165,541		
28	146,768		28	157,258		28	168,501		
29	149,347		29	160,020		29	171,461		
30	151,925		30	162,783		30	174,422		
31+	*ABOVE SCALE		31+	*ABOVE SCALE		31+	*ABOVE SCALE		
2080 - Sr Exec Director Elementary Schools 2080 - Sr Exec Director Middle Schools 2080 - Sr Exec Director High Schools			2080 - Chief Academic Officer Tch & Lrng 2080 - Chief Financial Officer 2080 - Chief Human Resources Officer 2080 - Chief Information Officer 2080 - Chief Media & Communications Officer 2080 - Chief Operations Officer 2080 - Chief Schools Officer			2080 - Chief of Staff			



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates
SY 2021 - 2022
Summer School Rates Effective: June 28, 2021
All Other Rates Effective: July 1, 2021

Position	July 1, 2020	July 1, 2021	Comments (Note: With the exception of Summer School, rates based on 19/20 entry rates)
SUBSTITUTES			
Auxiliary Bus Driver	\$ 12.98	\$ 14.60	
Bus Assistants	\$ 10.55	\$ 11.08	Entry rate for Bus Driver Asst.
Bus Assistants (summer only)	\$ 10.55	\$ 11.08	Entry rate for Bus Driver Asst.
Bus Assistants subbing for bus driver (employee must substitute a minimum of one-hour)	\$ 4.49	\$ 4.49	Additional per Hour
Bus Drivers	\$ 13.91	\$ 15.65	Entry Rate for Bus Driver
Bus Drivers (summer only)	\$ 13.91	\$ 15.65	Entry rate for Bus Driver
Cafeteria Manager	\$ 14.91	\$ 17.96	Entry Rate for Cafeteria Mgr. I
Cafeteria Assistant	\$ 10.55	\$ 11.08	Entry Rate for Cafeteria Asst.
Cafeteria Assistant subbing for Cafeteria Manager (employee must substitute a minimum of one-hour)	\$ 4.49	\$ 4.49	Additional per Hour
Clerical	\$ 12.98	\$ 13.63	Entry Rate for Office Assoc. II
Long Term	\$ 13.91	\$ 14.60	Entry Rate for Grade 9
Custodian	\$ 9.85	\$ 11.08	Entry Rate for Custodian I
Driver Ed Instructor	\$ 12.98	\$ 13.63	Entry Rate for Drivers Ed. Inst.
Interpreter	\$ 18.34	\$ 19.25	Entry Rate for Interpreter I
ISS Coordinator	\$ 13.91	\$ 14.60	Entry Rate for ISS Coordinator
Library/Media Assistant	\$ 12.11	\$ 12.72	Entry Rate for Library Media Asst.
Library/Media Assistant subbing for Library/Media Specialist (employee must substitute a minimum of one-hour)	\$ 4.49	\$ 4.49	Additional per Hour
Nurse Clinic Assistant	\$ 12.98	\$ 13.63	Entry Rate for Clinic Asst.
Nurse Assistant subbing for the Nurse (employee must substitute a minimum of one-hour)	\$ 4.49	\$ 4.49	Additional per Hour
OT/PT	\$ 27.75	\$ 29.14	Entry Rate for OT/PT
OT/PT Assistant	\$ 21.05	\$ 22.10	Entry Rate for OT/PT Asst.
Security Assistant	\$ 11.30	\$ 11.87	Entry Rate for Security Asst.
Teacher Assistant	\$ 11.30	\$ 11.87	Entry Rate for Teacher Asst.
Long Term	\$ 12.11	\$ 12.72	Entry Rate for Teacher Asst. HQ
Teacher Assistant subbing for Teacher (employee must substitute a minimum of one-hour)	\$ 4.49	\$ 4.49	Additional per Hour
Technology Support Technician	\$ 17.11	\$ 17.96	Entry Rate for TST
SUBSTITUTE DAILY RATES FOR TEACHERS and NURSES			
Teacher Daily Substitute (Non-Licensed)	\$ 89.00	\$ 95.00	Must have earned a minimum of 30 college credits .
Teacher Daily Substitute (Substitute Training Certificate)	\$ 95.00	\$ 100.00	Must have earned a certificate of completion from a substitute training program approved by VBCPS.
Teacher Daily Substitute (Licensed)	\$ 99.00	\$ 105.00	Must have a valid active V A teacher license
Teacher Long-Term Substitute (Licensed)	\$ 165.00	\$ 175.00	Must have or be eligible for an active Va. teaching license with an endorsement in the subject area to be taught.
Site Assigned Designated Subs - (Non-Licensed)	\$ 91.50	\$ 97.00	Must have earned a minimum of 30 college credits
Site Assigned Designated Subs (Substitute Training Certificate)	\$ 95.00	\$ 100.00	Must have earned a certificate of completion from a substitute training program approved by VBCPS.
Site Assigned Designated Subs - (Licensed)	\$ 99.00	\$ 105.00	Must have a valid active VA teacher license
School Nurse, RN - Daily	\$ 175.33	\$ 175.33	Must be a registered nurse
SUMMER SCHOOL EMPLOYEES			
Auxiliary Bus Driver	\$ 12.98	\$ 14.28	Effective 6/28/21
Bus Assistants	\$ 10.55	\$ 11.60	Effective 6/28/21
Bus Drivers	\$ 13.91	\$ 15.29	Effective 6/28/21
Clerical	\$ 12.71	\$ 13.98	Effective 6/28/21
Custodian	\$ 9.85	\$ 11.60	Effective 6/28/21-Entry Rate of Grade 5 for 21-22
Driver Ed Teacher-Behind the Wheel (Licensed)	\$ 30.52	\$ 35.00	Summer School Teacher Rate (effective 6/28/21)
Driver Ed Parapro - Behind the Wheel (Non - Licensed)	\$ 15.97	\$ 17.55	Effective 6/28/21
Driver Ed Teacher-Classroom	\$ 30.52	\$ 35.00	Summer School Teacher Rate (effective 6/28/21)
Interpreter	\$ 18.34	\$ 20.16	Effective 6/28/21
Library/Media Assistant	\$ 12.71	\$ 13.98	Effective 6/28/21
Nurse (RN)	\$ 175.33	\$ 192.77	Daily Rate for a School Nurse (effective 6/28/21)
Nurse Assistant	\$ 12.71	\$ 13.98	Effective 6/28/21
OT/PT	\$ 27.75	\$ 30.52	Effective 6/28/21
OT/PT Assistant	\$ 21.05	\$ 23.14	Effective 6/28/21
Security Assistant	\$ 12.71	\$ 13.98	Effective 6/28/21
Summer Feeding Program (Manager)	\$ 19.65	\$ 21.60	Grant Funds - Effective 6/28/21
Summer Feeding Program (Worker)	\$ 12.50	\$ 13.74	Grant Funds - Effective 6/28/22
Teacher Assistant subbing for Teacher (applies to non-VBCPS employees working summer school only)	\$ 17.20	\$ 18.48	Summer School Rate of \$13.985 plus \$4.49
Teacher	\$ 30.52	\$ 35.00	Certified Summer School Teacher Rate (effective 6/28/21)
Teacher - Fast Track Tutor	\$ 30.52	\$ 35.00	Certified Summer School Teacher Rate (effective 6/28/21)
Teacher - Fast Track Tutor (non-certified)	\$ 24.74	\$ 25.98	
Teacher - IEP/Summer Eligibility Assessment	\$ 15.26	\$ 16.77	Effective 6/28/21
Teacher Assistant	\$ 12.71	\$ 13.98	Effective 6/28/21

Note: Retirees filling Temporary Employment Agreements may receive the midpoint of the grade for which they are working.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates
SY 2021 - 2022
Summer School Rates Effective: June 28, 2021
All Other Rates Effective: July 1, 2021

Position	July 1, 2020	July 1, 2021	Comments
<i>(Note: With the exception of Summer School, rates based on 19/20 entry rates)</i>			
Acting Administrator	\$ 29.74-71.15	\$ 31.21-74.45	<i>Superintendent or designee approval required (Grade 20-MP of 28)</i>
Alternate Chief Examiner - Adult Learning Center (ALC)	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Audit Intern	\$ 12.71	\$ 13.35	
Baille Translator	\$ 17.11	\$ 17.96	
Bus Driver - Additonal/Double Run	\$ 8.50	\$ 8.50	
Bus Driver - Field Trip Rate (non-contracted employee)	\$ 8.50	\$ 9.50	
Bus Driver - Parks and Recreation	\$ 13.91	\$ 14.60	
CDL - Random Drug Testing	\$ 8.50	\$ 8.50	
Cafeteria Assistant-Special Events	\$ 12.00	\$ 12.00	
Cafeteria Manager-Special Events	\$ 19.65	\$ 20.63	
Cafeteria Monitor	\$ 10.55	\$ 11.08	
Clerical Support	\$ 12.98-18.34	\$ 13.63-19.25	
Computer Lab Facilitator-Technician (ALC)	\$ 15.62	\$ 16.40	
Curriculum Development/Textbook Adoption	\$ 25.00	\$ 25.00	
Disc Jockey	\$ 25.00	\$ 25.00	
Evening Administrator	\$ 34.14	\$ 35.84	<i>Entry Rate for a HS AP</i>
Foreign Language Translator-Oral	\$ 14.00	\$ 14.00	
Foreign Language Translator-Written	\$ 16.00	\$ 16.00	
Guidance Representative - Hearings	\$ 35.00	\$ 35.00	<i>Per Hour</i>
Hearing Officer - Student Discipline	\$ 45.00	\$ 45.00	<i>Per Hour</i>
Hearing Officer - Case Cancelled	\$ 15.00	\$ 15.00	<i>Per Case</i>
Homebound Teacher - Certified	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Homebound Teacher - Non-Certified Teacher	\$ 24.74	\$ 25.98	<i>Adj. by same % and Entry Level-Teacher</i>
Homework Hotline - Non Certified Teacher	\$ 24.74	\$ 25.98	<i>Adj. by same % and Entry Level-Teacher</i>
Homework Hotline - Certified Teacher	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Interpreter - After School Activities - (EIPA 2.5-2.9)	\$ 18.34	\$ 19.25	<i>Entry Rate for grade 13 interpreter</i>
Interpreter - After School Activities - (EIPA 3.0-3.4)	\$ 19.65	\$ 20.63	<i>Entry Rate for grade 14 interpreter</i>
Interpreter - After School Activities - (EIPA 3.5-3.9)	\$ 22.55	\$ 23.68	<i>Entry Rate for grade 16 interpreter</i>
IPT/VGLA Testing & Scoring	\$ 25.00	\$ 25.00	
Jail Education Program - Social Worker	\$ 40.00	\$ 40.00	
Jail Education Program - Psychologist	\$ 60.00	\$ 60.00	
Jail Education Program - Teacher	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Leadership Camp Counselor	\$ 9.19	\$ 9.63	<i>Entry Rate for Grade 3 - Unified Scale</i>
Media Lab Facilitator - ALC	\$ 24.74	\$ 25.98	
Music Accompanist	\$ 25.00	\$ 25.00	
Music Clinicians/Judges	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Occupation Therapy Assistant (Certified)	\$ 21.05	\$ 22.10	<i>Entry Rate for OT/PT Asst.</i>
Occupation Therapist	\$ 34.25	\$ 34.25	
PALS Instructor (HD)	\$ 13.67	\$ 15.50	
PALS Instructor (BD)	\$ 16.41	\$ 18.50	
PALS Instructor (Certified)	\$ 18.52	\$ 21.50	
Physical Therapist	\$ 34.25	\$ 34.25	
Physical Therapy Assistant (Licensed)	\$ 21.05	\$ 22.10	<i>Entry Rate for OT/PT Asst.</i>
Professional Dev. Activity Instr. (PDA)	\$ 30.00	\$ 30.00	
Professional Dev. Activity Instr. (PDA) - PLP Prep	\$ 25.00	\$ 25.00	
Professional Dev. Activity Instr. (PDA) - Non - PLP Prep	\$ 15.00	\$ 15.00	
Program Planner - ALC	\$ 30.55	\$ 32.08	<i>Entry Rate for a Teacher</i>
Project Support Staff	\$ 12.11-71.15	\$ 12.72-74.45	<i>Superintendent or designee approval required (Grade 7-midpoint of 28)</i>
Project Support Staff - PIA - Clerical	\$ 12.98	\$ 13.63	<i>Entry Rate for Office Assoc. II</i>
Project Support Staff - Materials Asst.	\$ 13.91	\$ 14.60	<i>Entry Rate for Grade 9 Procurement Asst.</i>
Retake Expedited Coordinator	\$ 20.00	\$ 20.00	
Saturday Detention	\$ 20.00	\$ 20.00	
Security- Police Officers (Non-athletic)	\$ 33.00	\$ 33.00	<i>Based on agreement with the City</i>
Security - Police Officers (Graduation Only)	\$ 33.00	\$ 33.00	<i>Based on agreement with the City</i>
Security - Police Supervisor (Graduation Only)	\$ 38.00	\$ 38.00	<i>Based on agreement with the City</i>
Security - Police Lieutenant (Graduation Only)	\$ 40.00	\$ 40.00	
Special Education Job Coach - Training	\$ 10.50	\$ 11.03	
Special Education Job Coach - HD	\$ 14.00	\$ 14.70	
Special Education Job Coach - BD	\$ 16.33	\$ 17.15	
Specialty Camp Coach	\$ 14.58	\$ 15.31	
Student Workers	\$ 9.19	\$ 9.63	<i>Entry Rate for Grade 3 - Unified Scale</i>



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates

SY 2021 - 2022

Summer School Rates Effective: June 28, 2021

All Other Rates Effective: July 1, 2021

Position	July 1, 2020	July 1, 2021	Comments
<i>(Note: With the exception of Summer School, rates based on 19/20 entry rates)</i>			
Teacher - Academic Programs	\$ 30.55	\$ 32.08	Entry Rate for a Teacher
Teacher - After Hours (approval required)	\$ 30.55	\$ 32.08	Entry Rate for a Teacher
Teacher - ALC	\$ 30.55	\$ 32.08	Entry Rate for a Teacher
Teacher - Community Service Programs - 6 Students (ALC)	\$ 15.21	\$ 15.97	
Teacher - Community Service Programs - 7 Students (ALC)	\$ 17.38	\$ 18.25	
Teacher - Community Service Programs - 8 Students (ALC)	\$ 19.57	\$ 20.55	
Teacher - Community Service Programs - 9+ Students (ALC)	\$ 21.73	\$ 22.82	
Teacher - Workforce Development Training - 6 Students (ALC)	\$ 16.90	\$ 17.75	
Teacher - Workforce Development Training - 7 Students (ALC)	\$ 19.33	\$ 20.30	
Teacher - Workforce Development Training - 8 Students (ALC)	\$ 21.73	\$ 22.82	
Teacher - Workforce Development Training - 9+ Students (ALC)	\$ 24.15	\$ 25.36	
Teacher - Transition Program (Grant)	\$ 30.55	\$ 32.08	Entry Rate for a Teacher
Test Examiner	\$ 20.06	\$ 21.06	
Test Proctor	\$ 12.98	\$ 13.63	Entry Rate for Office Assoc. II
TSIP Test Proctor	\$ 16.48	\$ 17.30	
Tutor - AVID Program	\$ 17.63	\$ 17.63	
Tutor - Certified	\$ 30.55	\$ 32.08	Entry Rate for a Teacher
Tutor - Non-certified	\$ 24.74	\$ 25.98	Adj. by same % as Entry Level-Teacher
Workshop Participants - Classified	\$ 8.92	\$ 9.37	
Workshop Participants - Teacher	\$ 19.82	\$ 20.81	50% of the Teacher Scale for 19 years of exp.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

TABLE OF ALLOWANCES SY 2021 - 2022 Effective: July 1, 2021			21-22 Changes
CODE	DESCRIPTION	VALUE	
ZALW 7016	Acting Pay - <i>(Per Regulation 2-48.2)</i>	Varies	
ZALW 7010	Additional Class - HS Teacher	5,600.00	
ZALW 7011	Additional Class - MS Teacher	5,600.00	
ZALW 7000	Additional Time - Vocational Teacher	400.00	
ZALW 7200	Advanced Certificate - <i>(CAGS, ED.S or Masters plus 30)</i>	3,300.00	3,990.00
ZALW 7040	Cafeteria Manager - Additional School Served	750.00	
ZALW 7207	Career Teacher - <i>(3-year cycle)</i>	1,000.00	
ZALW 7211	Clerical 180 Points Allowance	350.00	
ZALW 7212	Clerical 360 Points Allowance	475.00	
ZALW 7213	Clerical Associate Degree	525.00	
ZALW 7214	Clerical Bachelor Degree	750.00	
ZALW 7220	Clinical Competency Certification	1,000.00	
ZALW 7097	Data Communication Allowance	540.00	
ZALW 7230	Doctorate Administrative	5,000.00	5,870.00
ZALW 7231	Doctorate Instructional	4,100.00	5,240.00
ZALW 7095	Executive Communication Allowance	1,200.00	
ZALW 7096	Emergency Communication Allowance	420.00	
ZALW 7235	School Nutrition Specialist	1,000.00	
ZALW 7245	Interpreter 180 Points Allowance	350.00	
ZALW 7246	Interpreter 360 Points Allowance	475.00	
ZALW 7250	Masters Allowance Instructional	2,500.00	2,820.00
	Masters Allowance Professional	1,500.00	2,130.00
ZALW 7051	Miscellaneous Credit	Varies	
ZALW 7255	MS Certified Systems Eng/Dev	1,500.00	
ZALW 7260	National Board for Teaching Standards Certification	2,000.00	
ZALW 7267	Nursing Bachelors Degree	750.00	
ZALW 7270	Professional Allowance Licenses/Certifications	1,500.00	
ZALW 7075	Doctoral Intern in Professional Psychology <i>(Eligible for health insurance subsidy)</i>	28,000.00	
ZALW 7275	Registered Dietician	1,000.00	
ZALW 7280	Registry Interpreters for Deaf	2,500.00	
ZALW 7285	Journeyman Tradesman License	350.00	
ZALW 7286	Master Tradesman License	1,000.00	
ZALW 7295	Teacher Assistant 180 Points Allowance	325.00	350.00
ZALW 7296	Teacher Assistant 360 Points Allowance	450.00	475.00
ZALW 7050	Temporary Duty Allowance	Varies	
ZALW 7090	Travel Allowance - <i>(Per contract or employment agreement)</i>	Varies	
2020-2021 SY	Tuition Reimbursement Rate <i>(Per Policy 4-39)</i>	850.00	



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

HIGH SCHOOL DEPARTMENT CHAIR SUPPLEMENTS SY 2020 - 2021

DESCRIPTION	CODE	0 - 2 Members \$500	3 - 7 Members \$1,050	8 - 12 Members \$1,350	13 - 17 Members \$1,500	18 or More \$1,650
Agriculture Department Chair	ZDPT 7500	<p style="text-align: center;"><i>One code is used to describe the department. Pay Adjustments are given to allow for the number of members in each department.</i></p>				
Business Department Chair	ZDPT 7502					
Distributive Ed Department Chair	ZDPT 7504					
Driver Ed Team Leader	ZDPT 7506					
English Department Chair	ZDPT 7508					
Fine Arts Department Chair	ZDPT 7510					
Foreign Language Department Chair	ZDPT 7512					
Family & Consumer Science Department Chair	ZDPT 7514					
Industrial Arts Department Chair	ZDPT 7516					
Library Department Chair	ZDPT 7518					
Mathematics Department Chair	ZDPT 7522					
Marketing Department Chair	ZDPT 7520					
Nursing Department Chair	ZDPT 7524					
Health & P.E. Department Chair	ZDPT 7526					
Science Department Chair	ZDPT 7528					
Social Studies Department Chair	ZDPT 7530					
Special Education Department Chair	ZDPT 7532					
Specialist Department Chair	ZDPT 7534					
Technology Department Chair	ZDPT 7536					

Department Chair supplements will be paid to employee over 10 months, Sept-June.

Department Chair supplements are paid based on the academic area covered. Any deviation from this payment method must be submitted in writing to the Department of School Leadership for their review and recommendation. Approved recommendations will be forwarded to the Department of Human Resources for final approval.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

**ELEMENTARY SCHOOL
NONATHLETIC SUPPLEMENTS
SY 2021 - 2022**

CODE	DESCRIPTION	VALUE	New Amt	SEASON	Comments
ZNTH 7600	Academic Coordinator	1,800.00	2,000.00	9/1-6/30	
ZNTH 7601	Administrative Assistant/Miscellaneous	700.00		9/1-6/30	Delete and add funds to Misc. Sponsors
ZNTH 7614	Spanish Academy Coordinator/Miscellaneous	800.00		9/1-6/30	
ZNTH 7603-12	Grade Level Coordinator 3-7 Members	800.00		9/1-6/30	
ZNTH 7603-12	Grade Level Coordinator 8+ Members	1,000.00	1,200.00	9/1-6/30	
New	Miscellaneous Club Sponsors		2,200.00		Funds used to meet program unique to the school
ZNTH 7620	Newspaper Sponsor/Miscellaneous	500.00	600.00	9/1-6/30	
ZNTH 7623	Partners In Education Coordinator	500.00	600.00	9/1-6/30	Managed by the Dept. of Media & Communications
ZNTH 7625	Safety Patrol	500.00	600.00	9/1-6/30	
ZNTH 7626	SCA Sponsor Advisor	700.00	1,000.00	9/1-6/30	
ZNTH 7630	School Improvement Coordinator/SRT	1,800.00		9/1-6/30	SRT = Student Response Team
ZNTH 7631	School Media Liaison	500.00	600.00	9/1-6/30	
ZNTH 7647	Select Choral Accompanist	1,200.00		9/1-6/30	Funds moved to Teaching and Learning
ZNTH 7646	Select Choral Conductor	1,500.00		9/1-6/30	Funds moved to Teaching and Learning
ZNTH 7602	Special Ed Committee Coordinator	1,800.00	2,000.00	9/1-6/30	
ZNTH 7638	Transportation Assistant	900.00	1,000.00	9/1-6/30	
ZNTH 7645	Yearbook Sponsor/Miscellaneous	500.00	1,000.00	9/1-6/30	

Non-Athletic supplements with a "miscellaneous" designation may be used either as noted or to compensate employees for programs unique to the school.

**MIDDLE SCHOOL
NONATHLETIC SUPPLEMENTS
SY 2021 - 2022**

CODE	DESCRIPTION	VALUE	New Amt	SEASON	Comments
ZNTH 7707	Choral Sponsor	1,150.00	1,500.00	9/1-6/30	
ZNTH 7708	Debate Sponsor	1,250.00	1,500.00	2/1-3/31	
ZNTH 7709	Drama Sponsor	1,050.00	1,500.00	9/1-11/15	
ZNTH 7711	Forensics Sponsor	1,050.00	1,500.00	3/16-5/31	
ZNTH 7810	Intramural Coordinator Fall	700.00		9/1-11/15	
ZNTH 7813	Intramural Coordinator Spring	700.00		3/16-5/31	
ZNTH 7811	Intramural Coordinator Winter 1	700.00		11/1-1/15	
ZNTH 7812	Intramural Coordinator Winter 2	700.00		2/1-3/31	
ZNTH 7815	Intramural Sponsor Fall 1st	600.00		9/1-11/15	
ZNTH 7816	Intramural Sponsor Fall 2nd	600.00		9/1-11/15	
ZNTH 7817	Intramural Sponsor Winter 1 1st	600.00		11/1-1/15	
ZNTH 7818	Intramural Sponsor Winter 1 2nd	600.00		11/1-1/15	
ZNTH 7819	Intramural Sponsor Winter 2 1st	600.00		2/1-3/31	
ZNTH 7820	Intramural Sponsor Winter 2 2nd	600.00		2/1-3/31	
ZNTH 7821	Intramural Sponsor Spring 1st	600.00		3/16-5/31	
ZNTH 7822	Intramural Sponsor Spring 2nd	600.00		3/16-5/31	
ZNTH 7712	Scholastic Bowl	1,250.00	1,500.00	11/1-1/15	
ZNTH 7714	National Junior Honor Society	700.00	1,500.00	9/1-6/30	
ZNTH 7701	Marching Band	1,400.00	1,500.00	9/1-6/30	
ZNTH 7716	Orchestra	750.00	1,500.00	9/1-6/30	
ZNTH 7717	Partners In Education (Community Ed)	500.00		9/1-6/30	Managed by the Dept. of Media & Communications
ZNTH 7718	SCA Sponsor Advisor	2,000.00	2,500.00	9/1-6/30	
ZNTH 7719	School Media Liaison Coordinator	500.00	600.00	9/1-6/30	
ZNTH 7706	Special Ed Committee Chair/Coordinator	1,827.00	2,500.00	9/1-6/30	
ZNTH 7720	Student Recognition Coordinator	1,300.00	1,500.00	9/1-6/30	
New	Student Response Team Coord		2,500.00	9/1-6/30	
ZNTH 7721	Transportation Assistant	1,800.00		9/1-6/30	
ZNTH 7722	Yearbook Sponsor	2,000.00	2,500.00	9/1-6/30	
ZNTH 7724	MS Activity Driver Fall	800.00		9/1-11/15	
ZNTH 7725	MS Activity Driver Winter 1	800.00		11/1-1/15	
ZNTH 7726	MS Activity Driver Winter 2	800.00		2/1-3/31	
ZNTH 7727	MS Activity Driver Spring	800.00		3/16-5/31	



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

MIDDLE SCHOOL ATHLETIC SUPPLEMENTS SY 2021 - 2022					
CODE	SEASON	DESCRIPTION	20-21 VALUE	New Amt	
ZATH 8000	Spring	Baseball Coach	2,100.00		
ZATH 8004	Winter 1	Basketball Coach - Boys	2,100.00		
ZATH 8008	Winter 1	Basketball Coach - Girls	2,100.00		
ZATH 8012	Semester 1	Cheerleading Coach	1,500.00	2,500.00	
ZATH 8013	Semester 1	Cheerleader Assistant	800.00	1,500.00	
ZATH 8016	Spring	Field Hockey	1,500.00	2,100.00	
ZATH 8019	Fall	Football Head Coach	2,500.00		
ZATH 8020	Fall	Football Asst Coach (2 versus 1per school)	1,750.00		
ZATH 8027	Fall	Soccer Coach - Boys	1,500.00	2,100.00	
ZATH 8031	Fall	Soccer Coach - Girls	1,500.00	2,100.00	
ZATH 8035	Spring	Softball Coach	2,100.00	2,100.00	
ZATH 8039	Spring	Track Coach - Boys	2,100.00		
ZATH 8043	Spring	Track Coach - Girls	2,100.00		
ZATH 8045	Spring	Track Assistant	1,000.00		
ZATH 8048	Winter 2	Volleyball Coach - Girls	1,800.00	2,100.00	
ZATH 8052	Winter 2	Wrestling Coach	2,100.00		
New Athletic Positions	Spring	Baseball Asst Coach		800.00	
	Winter 1	Basketball Asst. Coach - Boys		800.00	
	Winter 1	Basketball Asst Coach - Girls		800.00	
	Spring	MS Field Hockey Asst Coach		800.00	
	Fall	MS Soccer Asst Coach - Boys		800.00	
	Fall	MS Soccer Asst Coach - Girls		800.00	
	Spring	MS Softball Asst Coach		800.00	
	Winter 2	MS Volleyball Asst Coach - Girls		800.00	
	Winter 2	MS Wrestling Asst Coach		800.00	
HIGH SCHOOL ATHLETIC SUPPLEMENTS SY 2021 - 2022					
CODE	SEASON	DESCRIPTION	20-21 VALUE	New Amt	
ZATH 8204	Spring	Baseball Coach	3,500.00		
ZATH 8208	Winter	Basketball Coach - Boys	3,800.00	4,000.00	
ZATH 8212	Winter	Basketball Coach - Girls	3,800.00	4,000.00	
ZATH 8216	Fall-Winter	Cheerleading Coach	3,200.00	3,500.00	
ZATH 8217	Fall	Cheerleading Coach (Competitive)	1,600.00	2,000.00	
ZATH 8220	Winter	Diving Coach	2,500.00		
ZATH 8224	Fall	Field Hockey Coach	3,000.00	3,500.00	
ZATH 8228	Fall	Football Head Coach	6,500.00	7,000.00	
ZATH 8229	Fall	Football Assistant Coach	4,850.00		
ZATH 8232	Fall	Golf Coach	2,000.00		
ZATH 8236	Winter	Gymnastics Coach	3,000.00		
ZATH 8240	Spring	Soccer Coach - Boys	3,000.00	3,500.00	
ZATH 8244	Spring	Soccer Coach - Girls	3,000.00	3,500.00	
ZATH 8248	Spring	Softball Coach	3,500.00		
ZATH 8252	Winter	Swimming Coach - Boys	2,500.00	3,000.00	
ZATH 8254	Winter	Swimming Coach - Girls	2,500.00	3,000.00	
ZATH 8256	Spring	Tennis Coach - Boys	2,500.00		
ZATH 8260	Spring	Tennis Coach - Girls	2,500.00		
ZATH 8264	Winter	Track Indoor Coach - Boys	2,500.00	3,000.00	

An additional \$300 will be added for employees who have completed 5 through 9 consecutive years of coaching the same sport.

Employees who have completed 10 or more consecutive years of coaching the same sport will receive \$600.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

HIGH SCHOOL ATHLETIC SUPPLEMENTS SY 2021 - 2022					
CODE	SEASON	DESCRIPTION	VALUE	New Amt	
ZATH 8265	Winter	Track Indoor Assistant - Boys	2,000.00		<p><i>An additional \$300 will be added for employees who have completed 5 through 9 consecutive years of coaching the same sport.</i></p> <p><i>Employees who have completed 10 or more consecutive years of coaching the same sport will receive \$600.</i></p>
ZATH 8268	Winter	Track Indoor Coach - Girls	2,500.00	3,000.00	
ZATH 8269	Winter	Track Indoor Assistant - Girls	2,000.00		
ZATH 8272	Spring	Track Outdoor Coach - Boys	2,800.00	3,500.00	
ZATH 8273	Spring	Track Outdoor Assistant - Boys	1,600.00	2,200.00	
ZATH 8276	Spring	Track Outdoor Coach - Girls	2,800.00	3,500.00	
ZATH 8277	Spring	Track Outdoor Assistant - Girls	1,600.00	2,200.00	
ZATH 8280	Fall	Cross Country - Boys	2,500.00		
ZATH 8283	Fall	Cross Country - Girls	2,500.00		
ZATH 8289	Fall	Volleyball Coach - Boys	2,400.00	3,500.00	
ZATH 8293	Fall	Volleyball Coach - Girls	2,400.00	3,500.00	
ZATH 8297	Winter	Wrestling Coach	3,500.00	4,000.00	
ZATH 8350	Spring	JV Baseball Coach	2,100.00	2,200.00	
ZATH 8354	Winter	JV Basketball Coach - Boys	2,500.00	2,600.00	
ZATH 8358	Winter	JV Basketball Coach - Girls	2,500.00	2,600.00	
ZATH 8362	Fall-Winter	JV Cheerleading Coach	2,100.00	2,200.00	
ZATH 8365	Fall	JV Field Hockey Coach	1,700.00	2,200.00	
ZATH 8368	Fall	JV Football Coach	2,700.00	3,000.00	
ZATH 8369	Fall	JV Football Assistant Coach	2,200.00		
ZATH 8372	Spring	JV Soccer Coach - Boys	1,925.00	2,200.00	
ZATH 8375	Spring	JV Soccer Coach - Girls	1,925.00	2,200.00	
ZATH 8379	Spring	JV Softball Coach	2,200.00		<p><i>Employees who have completed 10 or more consecutive years of coaching the same sport will receive \$600.</i></p>
ZATH 8382	Winter	JV Wrestling Coach	2,500.00	2,600.00	
New Athletic Positions	Year-round	HS Weight Room Coordinator		1,500.00	
	Winter	HS Basketball Asst Coach Boys		1,500.00	
	Winter	HS Basketball Asst Coach Girls		1,500.00	
	Winter	HS Wrestling Asst Coach		1,500.00	
	Spring	HS Baseball Asst Coach		1,300.00	
	Fall	HS Cheerleader Asst Coach		1,300.00	
	Fall	HS Field Hockey Asst Coach		1,300.00	
	Spring	HS Soccer Asst Coach Boys		1,300.00	
	Spring	HS Soccer Asst Coach Girls		1,300.00	
	Spring	HS Softball Asst Coach		1,300.00	
	Fall	HS Volleyball Asst Coach Boys		1,300.00	
	Fall	HS Volleyball Asst Coach Girls		1,300.00	
	Winter	HS Swimming Asst Coach Boys		1,100.00	
	Winter	HS Swimming Asst Coach Girls		1,100.00	



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

MIDDLE SCHOOL NONATHLETIC SUPPLEMENTS SY 2021 - 2022				
CODE	DESCRIPTION	VALUE	SEASON	Comments
ZNTH 7710	Drill Team Sponsor/Miscellaneous	700.00	9/1-6/30	Determined by Principal: Club sponsorship funding not to exceed a total of \$6,400 per school or \$1,200 per club \$5,250 per school not to exceed \$1,050 per club.
ZNTH 7702	Music Sectional 1/Miscellaneous	300.00	9/1-6/30	
ZNTH 7703	Music Sectional 2/Miscellaneous	600.00	9/1-6/30	
ZNTH 7704	Music Sectional 3/Miscellaneous	900.00	9/1-6/30	
ZNTH 7705	Music Sectional 4/Miscellaneous	1,200.00	9/1-6/30	
ZNTH 7715	Newspaper/Miscellaneous	700.00	9/1-6/30	
ZNTH 7750	AIASA Sponsor		9/1-6/30	
ZNTH 7752	Art Club Sponsor		9/1-6/30	
ZNTH 7754	Chess Club Sponsor		9/1-6/30	
ZNTH 7755	Chrome Club Sponsor		9/1-6/30	
ZNTH 7756	Computer Club Sponsor		9/1-6/30	
ZNTH 7758	Crime Solvers Sponsor		9/1-6/30	
ZNTH 7759	Culture Club Sponsor		9/1-6/30	
ZNTH 7781	Destination Imagination		9/1-6/30	
ZNTH 7760	Drama Club Sponsor		9/1-6/30	
ZNTH 7763	FEA Sponsor		9/1-6/30	
ZNTH 7764	FCCLA Sponsor		9/1-6/30	
ZNTH 7767	French Club Sponsor		9/1-6/30	
ZNTH 7774	Latin Club Sponsor		9/1-6/30	
ZNTH 7776	Mathematics Club Sponsor		9/1-6/30	
ZNTH 7782	Photography Club Sponsor		9/1-6/30	
ZNTH 7786	Science Club Sponsor		9/1-6/30	
ZNTH 7789	Spanish Club Sponsor		9/1-6/30	
ZNTH 7793	Technology Club Sponsor		9/1-6/30	
ZNTH 7841	Misc. Club Sponsor - 1st		9/1-6/30	Determined by Principal: Part of Foundation Funding Budget for Leadership Positions in each Middle School
ZNTH 7842	Misc. Club Sponsor - 2nd		9/1-6/30	
ZNTH 7843	Misc. Club Sponsor - 3rd		9/1-6/30	
ZNTH 7796	Video Prod Club Sponsor		9/1-6/30	
ZNTH 7797	Wellness Coordinator		9/1-6/30	
ZNTH 7751	Applied Arts Coordinator		9/1-6/30	
ZNTH 7757	Computer Coordinator		9/1-6/30	
ZNTH 7761	Electives Coordinator		9/1-6/30	
ZNTH 7762	English Coordinator		9/1-6/30	
ZNTH 7765	Fine Arts Coordinator		9/1-6/30	
ZNTH 7766	Foreign Language Coordinator		9/1-6/30	
ZNTH 7768	Grade Level 6 Coordinator		9/1-6/30	
ZNTH 7769	Grade Level 7 Coordinator		9/1-6/30	
ZNTH 7770	Grade Level 8 Coordinator		9/1-6/30	
ZNTH 7772	Health/PE Coordinator		9/1-6/30	
ZNTH 7773	Language Arts Coordinator		9/1-6/30	
ZNTH 7775	Library Coordinator		9/1-6/30	
ZNTH 7777	Mathematics Coordinator		9/1-6/30	
ZNTH 7779	Miscellaneous Coordinator		9/1-6/30	
ZNTH 7713	Miscellaneous Leadership Sponsor		9/1-6/30	
ZNTH 7780	Music Coordinator		9/1-6/30	
ZNTH 7783	Practical Arts Coordinator		9/1-6/30	
ZNTH 7784	Principal's Advisory Committee Chair		9/1-6/30	
ZNTH 7785	Resource Coordinator		9/1-6/30	
ZNTH 7787	Science Coordinator		9/1-6/30	
ZNTH 7788	Social Studies Coordinator		9/1-6/30	
ZNTH 7790	Special Ed Committee Coordinator		9/1-6/30	
ZNTH 7791	Staff Development Coordinator		9/1-6/30	
ZNTH 7792	Strategic Planning Coordinator		9/1-6/30	
ZNTH 7794	Technology Coordinator		9/1-6/30	
ZNTH 7795	Teen Living Coordinator		9/1-6/30	



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

HIGH SCHOOL NONATHLETIC SUPPLEMENTS SY 2021 - 2022

CODE	DESCRIPTION	VALUE		SEASON	Comments
ZNTH 7859	Civic Club Sponsor/ <i>Miscellaneous</i>	300.00	600.00	9/1-6/30	
ZNTH 7884	School Accreditation Interim/<i>Miscellaneous</i>	500.00		9/1-6/30	
ZNTH 7901	HS Miscellaneous Club Sponsor 1	300.00	1,000.00	9/1-6/30	
ZNTH 7902	HS Miscellaneous Club Sponsor 2	300.00	1,000.00	9/1-6/30	
ZNTH 7903	HS Miscellaneous Club Sponsor 3	300.00	1,000.00	9/1-6/30	
ZNTH 7862	DECA Coordinator/ <i>Miscellaneous</i>	600.00	800.00	9/1-6/30	
ZNTH 7866	FBLA Coordinator/ <i>Miscellaneous</i>	600.00		8/1-6/30	
ZNTH 7868	FFA Coordinator/ <i>Miscellaneous</i>	600.00		9/1-6/30	
ZNTH 7869	FCCLA / <i>Miscellaneous</i>	600.00		9/1-6/30	
ZNTH 7872	HOSA Coordinator/ <i>Miscellaneous</i>	600.00		9/1-6/30	
ZNTH 7890	TSA Coordinator/ <i>Miscellaneous</i>	600.00		9/1-6/30	
ZNTH 7891	VICA Coordinator/ <i>Miscellaneous</i>	600.00		9/1-6/30	
ZNTH 7867	FEA Coordinator/ <i>Miscellaneous</i>	900.00	1,000.00	9/1-6/30	
ZNTH 7878	Newspaper Sponsor/ <i>Miscellaneous</i>	900.00	1,800.00	9/1-6/30	
ZNTH 7879	Destination Imagination/ <i>Miscellaneous</i>	900.00	1,000.00	9/1-6/30	
ZNTH 7883	School Accreditation Chair/<i>Miscellaneous</i>	900.00		9/1-6/30	
ZNTH 7875	Magazine Sponsor/ <i>Miscellaneous</i>	1,200.00	1,800.00	9/1-6/30	
Non-Athletic supplements with a "miscellaneous" designation may be used either as noted or to compensate employees for programs unique to the school.					
ZNTH7895-7897	Activity Bus Driver	2,000.00		9/1-6/30	per season
ZNTH 7851	Assistant Student Activities Coordinator	3,600.00	4,000.00	8/1-6/30	2 per school
ZNTH 7858	Choral Sponsor	2,250.00	2,500.00	9/1-6/30	
ZNTH 7865	Crew Club Sponsor/<i>Miscellaneous</i>	4,500.00		9/1-6/30	
ZNTH 7861	Debate Sponsor	2,100.00	2,500.00	10/1-4/30	
ZNTH 7863	Drama Sponsor	2,250.00	2,500.00	10/1-4/30	
ZNTH 7864	Drill Team Sponsor Color Guard	900.00	1,000.00	9/1-6/30	
ZNTH 7894	Film Festival Director	2,250.00	2,500.00	9/1-6/30	per season
ZNTH 7870	Forensics Sponsor	2,050.00	2,500.00	10/1-4/30	
ZNTH 7871	Freshman Class Sponsor	900.00	1,000.00	9/1-6/30	
ZNTH 7873	Scholastic Bowl	1,400.00	2,500.00	8/1-2/28	
ZNTH 7874	Junior Class Sponsor	1,500.00	1,800.00	9/1-6/30	
New	Leadership Workshop Coordinator		2,250.00		2 per school
ZNTH 7852	Marching Band	3,600.00		8/1-6/30	
ZNTH 7853	Music Sectional 1	300.00		8/1-6/30	
ZNTH 7854	Music Sectional 2	600.00		8/1-6/30	
ZNTH 7855	Music Sectional 3	900.00		8/1-6/30	
ZNTH 7856	Music Sectional 4	1,200.00	1,800.00	8/1-6/30	
ZNTH 7877	National Honor Society	1,400.00	1,800.00	9/1-6/30	
ZNTH 7880	Orchestra	2,000.00	2,500.00	9/1-6/30	
ZNTH 7881	Partners in Education Coordinator	500.00		9/1-6/30	Managed by the Dept. of Comm. & Community Engage.
ZNTH 7882	SCA Sponsor Advisor (Lead)	2,500.00	4,000.00	9/1-2/28	
New	SCA Advisor Assistant		2,500.00		
New	Scholarship Coordinator		2,500.00		
ZNTH 7885	School Media Liaison	500.00	600.00	9/1-6/30	
ZNTH 7886	Senior Class Sponsor	1,800.00	2,500.00	9/1-6/30	
ZNTH 7887	Sophomore Class Sponsor	900.00	1,000.00	9/1-6/30	
ZNTH 7857	Special Ed Committee Chair Coordinator	1,800.00	2,500.00	9/1-6/30	
ZNTH	Student Advisory Lead	2,250.00			Moved from Dept Chair to Non-Athletic
New	Student Response Team Coordinator		2,500.00		
ZNTH 7888	Transition Coordinator	500.00	600.00	9/1-6/30	
ZNTH 7889	Transportation Assistant	1,800.00		9/1-6/30	
ZNTH 7892	Yearbook Sponsor	2,500.00	3,600.00	9/1-6/30	

Acronym	Description	
AIASA	American Industrial Arts Student Association	
DECA	Distributed Education Clubs of America	
FBLA	Future Business Leaders of America	
FEA	Future Educators of America	
FFA	Future Farmers of America	
FCCLA	Family, Career & Community Leaders of America	
HOSA	Health Occupations Students of America	
TSA	Technical Students Association	
VICA	Vocational Industrial Clubs of America	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Baseball			
Announcer	1 Game	25.00	
Announcer	2 Games	40.00	
Scoreboard Operator		25.00	
Scorer	1 Game	25.00	
Scorer	2 Games	40.00	
Scorer	HS Event	60.00	
Site Coordinator		50.00	
Ticket Sellers and Takers	1 Game	25.00	
Ticket Sellers and Takers	2 Games	40.00	
Basketball			
Announcer	1 Game	25.00	
Announcer	2 Games	40.00	
Locker Room Monitor		40.00	
Scoreboard Operator/Timer	1 Game	25.00	
Scoreboard Operator/Timer	2 Games	40.00	
Scoreboard Operator/Timer	HS Event	45.00	
Scorer	1 Game	25.00	
Scorer	2 Games	40.00	
Scorer	HS Event	45.00	
Site Coordinator		50.00	
Ticket Sellers	1 Game	25.00	
Ticket Sellers	2 Games	40.00	
Ticket Takers	1 Game	25.00	
Ticket Takers	2 Games	40.00	
Typist		30.00	
Cheerleading			
Announcer		55.00	
Announcer	MS Event	40.00	
Camera Operator		130.00	
Scorer		65.00	
Tabulators		65.00	
Ticket Sellers		70.00	
Ticket Sellers	MS Event	40.00	
Ticket Takers		70.00	
Ticket Takers	MS Event	40.00	
Timer		65.00	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Cross Country			
Chute Managers		40.00	
Chute Workers		20.00	
Computer Programmer		40.00	
Judge		30.00	
Marshal		20.00	
Recorder		30.00	
Scorer	1 Game	30.00	
Scorer	2 Games	40.00	
Starter		40.00	
Ticket Sellers		40.00	
Ticket Takers		40.00	
Timer		40.00	
Debate			
Asst. Director		50.00	
Judge	MS Event		25.00
Judge	HS Event		25.00
Judge Coordinator	MS Event		45.00
Scorer/Tabulator	HS Event	30.00	
Typist		30.00	
Field Hockey			
Announcer	1 Game	25.00	
Announcer	2 Games	40.00	
Scorer	1 Game	25.00	
Scorer	2 Games	40.00	
Site Coordinator		50.00	
Ticket Sellers and Takers	1 Game	25.00	
Ticket Sellers and Takers	2 Games	40.00	
Timer	1 Game	25.00	
Timer	2 Games	40.00	
Football			
Announcer	MS Event	25.00	
Announcer		40.00	
Camera Operator		70.00	
Chain Crew	MS Event	25.00	
Clock Operator	MS Event	25.00	
Clock Operator		40.00	
Site Coordinator	MS Event	50.00	
Site Coordinator		75.00	
Ticket Taker and Sellers	MS Event	25.00	
Ticket Taker and Sellers		40.00	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Forensics			
Judge	Middle/High		25.00
Typist		30.00	
Golf			
Scorer		50.00	
Gymnastics			
Announcer		40.00	
Announcer	Multi-Games	55.00	
Scorer		40.00	
Scorer	Multi-Games	55.00	
Site Coordinator		75.00	
Ticket Taker and Sellers		40.00	
Ticket Taker and Sellers	Multi-Games	55.00	
Typist		25.00	
One Act Play			
Critics		55.00	
Light Tech		150.00	
Program Coordinator		50.00	
Site Coordinator		150.00	
Sound Tech		150.00	
Ticket Taker and Sellers		20.00	
Timer		150.00	
Typist		100.00	
Scheduling Committee			
Typist		200.00	
Scholastic Bowl			
Judge		35.00	
Moderator		20.00	
Quizmaster		35.00	
Readers		35.00	
Timer		25.00	
Timer	Multi-Games	35.00	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Soccer			
Announcer	1 Game	25.00	
Announcer	2 Games	40.00	
Scorer	1 Game	25.00	
Scorer	2 Games	45.00	
Site Coordinator		50.00	
Ticket Sellers and Takers	1 Game	25.00	
Ticket Sellers and Takers	2 Games	40.00	
Timer	1 Game	25.00	
Timer	2 Games	40.00	
Softball			
Announcer	1 Game	25.00	
Announcer	2 Games	40.00	
Field Preparation			25.00
Scoreboard Operators		25.00	
Scorer		25.00	
Site Coordinator		50.00	
Ticket Seller and Takers	1 Games	25.00	
Ticket Seller and Takers	2 Games	40.00	
Swimming			
Announcer		40.00	
Camera Operator		50.00	
Dive Supervisor		50.00	
Site Coordinator		75.00	
Ticket Seller and Takers		40.00	
Typist		75.00	
Track			
Announcer	MS Event	45.00	
Announcer	HS Event	55.00	
Assistant Finish Line Judge		55.00	
Assistant Starter		80.00	
Assistant Timer		25.00	
Clerk of Course	MS Event	55.00	
Computer Assistant		35.00	
Computer Programmer		80.00	
Dual Starter		60.00	
Dual Starter	MS Event	35.00	
FAT Operator		80.00	
Field Event Assistants		25.00	
Field Event Assistants	MS Event	25.00	
Finish Line Judge		65.00	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Track (continue)			
Finish Line Judge	MS Event	45.00	
Head Timer	MS Event	30.00	
Hurdle Crew Manager		35.00	
Scorer		55.00	
Scorer	MS Event	45.00	
Site Coordinator		100.00	
Site Coordinator	MS Event	50.00	
Starter	Multi-Games	105.00	
Ticket Seller and Takers		40.00	
Timer	MS Event	30.00	
Tri-Starter		70.00	
Tri-Starter	MS Event	45.00	
Volleyball			
Announcers	1 Game	25.00	
Announcers	2 Games	40.00	
Libero Tracker	1 Game	25.00	
Libero Tracker	2 Games	40.00	
Scorer	1 Game	25.00	
Scorer	2 Games	40.00	
Site Coordinator		50.00	
Ticket Taker and Sellers	1 Game	25.00	
Ticket Taker and Sellers	2 Games	40.00	
Timer	1 Game	25.00	
Timer	2 Games	40.00	


VIRGINIA BEACH CITY PUBLIC SCHOOLS
 CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Wrestling			
Announcer	Dbl Dual	50.00	
Announcer	Dual	40.00	
Announcer	MS Event	25.00	
Announcer	Tri/Quad	70.00	
Matchmaker		55.00	
Matchscorer		80.00	
Scorer	Consolation/Dual	35/40	
Scorer	Dbl Dual	50.00	
Scorer	Finals	25.00	
Scorer	HS Event	65.00	
Scorer	MS Event	25.00	
Scorer	Tri/Quad	70.00	
Site Coordinator		100.00	
Ticket Taker and Sellers	Dbl Dual	50.00	
Ticket Taker and Sellers	Dual	40.00	
Ticket Taker and Sellers	Finals	80.00	
Ticket Taker and Sellers	MS Event	25.00	
Ticket Taker and Sellers	Tri/Quad	70.00	
Timer	Dbl Dual	50.00	
Timer	Dual	40.00	
Timer	MS Event	25.00	
Timer	Tri/Quad	70.00	
Weight Recorder	MS Event	25.00	
Weight Checker	MS Event	25.00	
Director Fees			
Directors Fees - Multi-Games	Level 1	50.00	
Directors Fees - Multi-Games	Level 2	75.00	
Directors Fees - Multi-Games	Level 3	80.00	
Directors Fees - Multi-Games	Level 4	100.00	
Directors Fees - Multi-Games	Level 5	120.00	
Directors Fees - Multi-Games	Level 6	150.00	
Directors Fees - Multi-Games	Level 7	200.00	
Directors Fees - Multi-Games	Level 8	300.00	
Directors Fees - Multi-Games	Level 9	400.00	
Directors Fees - Multi-Games	Level 10	250.00	
Directors Fees - Multi-Games	Level 11	500.00	
Directors Fees - Multi-Games	Level 12	600.00	



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Student Activity Rates for Employees SY 2021-2022			
<i>All payments are a <u>flat</u> rate unless otherwise noted.</i>			
	Description	Flat Rate	Hourly Rate
Director Fees (continued)			
Directors Fees - Multi-Games	Level 13	700.00	
Directors Fees - Multi-Games	Level 14	800.00	
Directors Fees - Multi-Games	Level 15	900.00	
Directors Fees - Multi-Games	Level 16	1,000.00	
Support Staff			
Bus Drivers	Non-Contracted		8.50
Custodians			Variable
Nurse	Multiple	40.00	
Police			30.00
Police/Sheriff	Varsity Football		33.00
Police Supervisor	Varsity Football		38.00
Police Sergeant	Varsity Football		40.00



Subject: Policy Review Committee Recommendations **Item Number:** 12 C 1-3

Section: Action **Date:** June 22, 2021

Senior Staff: Donald E. Robertson Ph.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 approve 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 June 22, 2021 Action 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 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.

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: None

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. 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
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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lencioni

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 or as otherwise in compliance with the Virginia Freedom of Information Act, as amended. 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 who 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 and 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 usually 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. Before recording a Committee meeting, these conditions must be met.
5. Electronic Meetings or Remote Participation – Electronic 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, 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.

D. Other Matters

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.

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

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.

C. 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) and is secured over the shoulders or the neck 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, a dance or prom 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. Opaque is defined as not transparent or clear.
- 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.

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 this Policy.

5. Dress and grooming codes application and enforcement must be gender, race, and ethnicity neutral.

D. 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 or parent/legal guardian of a minor student disagrees with the school administrator's determination that an infraction has taken place. Students and administrators should seek to resolve dress and grooming code disputes in a reasonable manner. 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 and parents/legal guardians of minor 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. Disruptive is defined as but not limited to: interfering with educational or extracurricular activities of students and staff; significantly contributing to student interactions that distract from the educational/extracurricular activities; causes or contributes to reasonable complaints of violations of law, policy, regulation or the Code of Student Conduct. School administrators will be given deference as to what causes disruption.
- 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.

E. 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: June 8, 2021

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti


Subject: Appointments to Citizens' Advisory Committees **Item Number:** 12D
Section: Action **Date:** June 22, 2021
Senior Staff: N/A
Prepared by: Regina Toneatto, School Board Clerk
Presenter(s): Carolyn Rye, School Board Chair
Recommendation:

That the School Board approve appointments to Citizens' Advisory Committees for a three-year term beginning July 1, 2021 and ending June 30, 2024 reflecting the outcome of School Board discussion of applications as personnel matters during a closed meeting on June 22, 2021, and recommendations introduced June 22, 2021 as part of the Action agenda to fill seventeen voting member vacancies as follows:

CITIZEN ADVISORY COMMITTEE FOR GIFTED EDUCATION (6 vacancies):

Tonya Rivers (Bayside)
 Allison Krug (Ocean Lakes)
 Sandy Zimmerman (Princess Anne)
 Prasanti Vachhani(Cox)
 Justin Nichols (Kempsville)
 Brittany Horn (Green Run)

SPECIAL EDUCATION ADVISORY COMMITTEE (5 vacancies):

(*indicates individual currently serving on this committee)

Parents	Agency, Teacher, Community Representatives
Lee Woodard* Meghan Ashburn Katie Ali	Lane Mueller (Teacher Representative) Sarah Bailey* (Community Representative)

GENERAL ADVISORY COUNCIL FOR TECHNICAL AND CAREER (6 VACANCIES)

Sherri Miles
 Nancy Rogan
 Barbara Washer
 Lane Rocks

Background Summary:

The Division issued a Call to Action on March 12, 2021 seeking applications to fill seventeen voting member vacancies across three advisory committees. Representatives from the three advisory committees were invited to review applications and provide input for consideration in the School Board's selection process. As a product of the School Board's discussion June 22, 2021 in a closed session allowable pursuant to Section 2.2-3711, Part A, Paragraph 1 of the *Code of Virginia*, 1950 as amended, for personnel matters. The School Board will vote to approve citizen members to the committees. The appointees will be announced during the Action Agenda.

Source:

School Board Policy 7-21 Citizens' Advisory Committees
 Division Regulation 7-21.1 Citizens' Advisory Committees

Budget Impact:

N/A



Subject: School Board Committee and Liaison Assignment Recommendations **Item Number:** 12E

Section: Action **Date:** June 22, 2021

Senior Staff: N/A

Prepared by: Carolyn T. Rye, School Board Chair

Presenter(s): Carolyn T. Rye, School Board Chair

Recommendation:

That the School Board approve the School Board Chair's recommendation for School Board members to be assigned to School Board Committees, Organizations and Boards for FY22 as set forth in the attachment to this agenda coversheet. These assignments will be in effect until June 30, 2022 or until such time as the School Board appoints new Committee Members.

Background Summary:

The School Board utilizes committees, boards, and other organizations (hereinafter "Committee") to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board's interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: a) Standing School Board Committees; b) Joint School Board/City Council Committees; c) Ad Hoc School Board Committees; d) School Division Standing Committees with School Board Liaisons; and e) Outside Committees.

In accordance with Bylaw 1-28, unless otherwise specified, School Board members will be assigned/appointed to Committees or Boards by the School Board Chair in consultation with the Vice Chair and with the approval of the School Board. School Board members will be assigned to Committees or Boards no later than July 1st of each year, and may be reviewed in January of each year or when otherwise necessary. Each School Board member should be assigned to at least one committee.

Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee.

Source:

Bylaw 1-28: Committees, Organizations and Boards – School Board Member assignments

Budget Impact:

N/A

BYLAW 1-28 Committees, Organizations and Board – School Board Member Assignments			FY2022 Assignments
C. SCHOOL BOARD STANDING COMMITTEES			
C1.	Internal Audit: The Internal Audit Committee consists of a minimum of three Members, including at least two Members of the School Board and a third Member from the business community. The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in Policy 3-96 and the Internal Audit Charter.		Jennifer Franklin Kimberly Melnyk Jessica Owens Larry Davenport (citizen member)
C2.	Policy Review (PRC): The School Board Policy Review Committee will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. School Board Legal Counsel and the Chief of Staff or designee will serve as liaisons to the Committee but will not be voting members. The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee will be responsible for advising the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.		Beverly Anderson Laura Hughes Trenace Riggs
C3.	Planning and Performance Monitoring Committee (PPMC): Consists of three School Board members. The Supt. and other staff members assigned by the Supt. will serve as liaisons to the committee but will not be voting members. The purpose of the committee is to provide transparent oversight of school division resources and processes to ensure effective and efficient operations to in support of the division's vision, mission and strategic goals as well as coordinate School Board member engagement in strategic and operational planning including budget development.		Beverly Anderson Sharon Felton Dorothy Holtz
C4.	Governance: Consists of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be recommended by the School Board Chair and approved by the School Board to also serve on the Committee. The Superintendent will serve as a liaison to the Committee but will not be a voting member.		School Board Chair* Audit Chair PPM Chair PRC Chair Beverly Anderson
C5.	Legislative: The Legislative Committee will consist of three School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.		Sharon Felton Victoria Manning Trenace Riggs
C6.	Building Utilization: The Building Utilization Committee (BUC) annually reviews enrollment projections and impact on optimal building utilization. Three School Board Members shall be assigned to the BUC. The Superintendent may assign appropriate staff members to assist the BUC in its review. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.		Laura Hughes Jessica Owens Carolyn Weems
C7.	Student Discipline: The Chairman shall recommend and the School Board shall approve three Committees of the School Board to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting school counselor. Each Member of a Committee, excluding the school counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.	Committee I (2 nd & 4 th Mon) 3:00 PM	Sharon Felton Jennifer Franklin Laura Hughes
		Committee II (2 nd & 4 th Tues) 8:30 AM	Victoria Manning Jessica Owens Carolyn Weems
		Committee III (1 st & 3 rd Wed) 3:00 PM	Beverly Anderson Dottie Holtz Trenace Riggs

D. JOINT STANDING SCHOOL BOARD AND CITY COUNCIL COMMITTEES/BOARDS		
D1.	CIP/Modernization Review Committee: Joint City Council/School Board Committee which meets annually to review status of ongoing school modernization program. The School Board Chair will recommend and the School Board will approve two School Board members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.	Dottie Holtz Victoria Manning* Beverly Anderson (alt.)
	In-House Pharmacy Exploratory Committee: Created by City Council Resolution of January 7, 2020 to consist of two members of City Council and two members of the School Board, with assistance from appropriate staff members as needed, to study the potential benefits, costs, and cost savings of implementing an in-house pharmacy program for City and VBCPS employees and serve in an advisory capacity to provide City Council with their findings and recommendations.	Kimberly Melnyk Trenace Riggs

BYLAW 1-28 Committees, Organizations and Board – School Board Member Assignments		FY2022 Assignments
E. OTHER SCHOOL BOARD AD HOC COMMITTEES AS NEEDED		
E1.	School Site Selection: The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.	As needed
F. SCHOOL DIVISION STANDING COMMITTEES WITH SCHOOL BOARD MEMBER LIAISONS		
F.	If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. The Committees will determine the voting rights of the liaisons. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.	
F1a	Equity Council: The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.	Jessica Owens Carolyn Weems Kimberly Melnyk (alt.)
F1b	403b Plan Oversight Committee: Established by Charter approved by the School Board February 25, 2020 to delegate to a 403(b) Plan Oversight Committee (consisting of at least 3 but no more than 9 voting members to include one School Board member with the CFO serving as the Chair of the committee), general responsibility and discretionary authority for the administration, interpretation and operation, and investment of plan assets of the School Board of the City of Virginia Beach Section 403(b) Retirement Savings Plan.	Victoria Manning
G. OUTSIDE COMMITTEES		
G.	The School Board Chair will recommend and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists.	
G1.	Green Run Collegiate Charter Board	Kimberly Melnyk Jennifer Franklin (alt.)
G2.	Governor's School for the Arts: Programs in dance, vocal and instrumental music, performing arts, theatre, and visual arts for talented and motivated students who want to develop their potential in the arts to a high degree [Same mbr assignment as SECEP since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G3.	Mayor's Committee for Persons with Disabilities: On behalf of all people with disabilities, and in an advisory capacity to the Mayor, our mission is to raise the awareness of the Mayor, City Council, City Administration and the community at-large of the needs of persons with disabilities. We assist in formulating solutions to meet those needs and provide advice on issues involving compliance with state and national legislation addressing their needs.	Victoria Manning Trenace Riggs (alt.)

G4.	Southeastern Cooperative Educational Programs (SECEP): Provides a formal structure through which eight local school systems can plan and operate programs for alternative education and children with special needs [Same mbr assignment as GSA since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G5.	Virginia School Boards Association (VSBA) Voting Delegate at Annual Convention held in November in Williamsburg, VA: NOTE: Any Board member who serves on the VSBA Board of Directors cannot be a voting delegate.	Sharon Felton Dorothy Holtz (alt.)
G6.	Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee (EAC): The EAC is the decision-making body on matters related to the policy, planning and operation of WHRO public education related activities	Dorothy Holtz Jennifer Franklin (alt.)
G7.	Sister Cities Association of Virginia Beach: The mission of the Virginia Beach City Association (VBSCA) is to foster international understanding, friendship, and cooperation by promoting people-to-people exchanges and continuing relationships between our city and citizens	Trenace Riggs Beverly Anderson (alt.)
G8.	457 Deferred Compensation Board: The city council has authorized the adoption of the Commonwealth of Virginia 457 Deferred Compensation Plan (COV457). The City's/Schools 457 Deferred Compensation Plan (COV457) is managed by the Virginia Retirement System (VRS) which administers the investment policy and prudent fiduciary standards. The 457 Deferred Compensation Plan is subject to the periodic oversight and input to (VRS) of the local 457 deferred compensation board. The appointee also requires City Council approval.	Beverly Anderson
G9.	Virginia Beach Human Rights Commission: Assignment initiated Feb. 2016 by invitation from the VB Human Rights Commission for a School Board liaison to serve on the committee	Jennifer Franklin Dorothy Holtz (alt.)

POLICY 7-21 Citizens' Advisory Committees		FY2022 Assignments
<p align="center">SCHOOL BOARD LIAISONS TO CITIZENS' ADVISORY COMMITTEES</p> <p>With the exception of the Strategic Plan Committee, the School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens' Advisory Committee. Such liaison will not have voting rights on the committee and will not have the authority to bind the School Board regarding any matter related to the committee. The School Board Chair will appoint and the School Board will approve two (2) School Board Members to serve on the Strategic Plan Committee. As required by law, all the Citizens' Advisory Committees will report to the School Board through the Superintendent.</p>		
B1.	Special Education Advisory Committee	Carolyn Weems Jennifer Franklin (alt.)
B2.	General Advisory Council for Technical and Career Education	Sharon Felton Jennifer Franklin (alt.)
B3.	Community Advisory Committee for Gifted Education	Jennifer Franklin Laura Hughes (alt.)
B4.	Interagency Adult Basic Education Advisory Committee	Laura Hughes Dorothy Holtz (alt.)
B5.	School Health Advisory Committee	Carolyn Weems Laura Hughes (alt.)
B6.	Strategic Plan Committee Citizen members shall be appointed by the School Board upon recommendation of the Superintendent. In addition, the School Board Chair will recommend and the School Board will approve two (2) School Board Members to serve.	Every five years



Subject: Cooperative Agreement for Legal Services

Item Number: 13A

Section: Information

Date: June 22, 2021

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve the Cooperative Agreement for Legal Services for FY22 on June 22nd during the Further Action Item portion of the School Board Meeting Agenda.

Background Summary:

The School Board and the City Council have had a Cooperative Agreement for Legal Services in place since 1996. The Cooperative Agreement allows the City Attorney's Office to provide legal services to the School Board by assigning City Attorneys with specialization in municipal law and public education law to serve as in-house legal counsel for the School Board and the School Division. One Deputy City Attorney and two Associate City Attorneys are assigned full time to serve the School Board and the School Division along with a paralegal and office assistant. The City Attorney's Office also provides legal services from the 22+ City Attorneys as needed to address the School Board's needs. The Deputy City Attorney for Public Education also coordinates the work of outside legal counsel hired to represent the School Board and School Division by the School Board's insurance carriers.

To ensure timely processing of payroll for the FY22 fiscal year, it is requested that the School Board approve the Cooperative Agreement for Legal Services FY22 on June 22nd during Further Actions so that the Cooperative Agreement can be forwarded to the City Council for review and approval.

Source:

Bylaw 1-5 and Code of Virginia 22.1- 82

Budget Impact:

\$673,877.27

**COOPERATIVE AGREEMENT BETWEEN THE CITY COUNCIL
AND THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH
PERTAINING TO LEGAL SERVICES TO BE PROVIDED TO THE
SCHOOL BOARD AND SCHOOL ADMINISTRATION BY THE
OFFICE OF THE CITY ATTORNEY IN FISCAL YEAR 2022**

Factual Background:

1. **City Charter Authority.** Chapter 9 of the Charter of the City of Virginia Beach, Virginia (“City Charter”) provides that the City Attorney shall be the chief legal advisor of the City Council, the City Manager, and all departments, boards, commissions and agencies of the City in all matters affecting the interests of the City, and that he shall have such powers and duties as may be assigned by the City Council.

2. **Appointment of City Attorney.** The City Charter also provides that the City Attorney is appointed by the City Council and serves at its pleasure.

3. **School Board Authority.** The School Board is established by the Virginia Constitution, the City Charter, and provisions of general law, and is a body corporate vested with all of the powers and duties of local school boards conferred by law, including the right to contract and be contracted with, to sue and be sued, and to purchase, take, hold, lease, and convey school property both real and personal.

4. **School Board Authority to Hire Legal Counsel.** The School Board is authorized by Section 22.1-82 of the Code of Virginia (1950), as amended, to employ counsel to advise it, and to pay for such advice out of funds appropriated to the School Board.

5. **Recognized Reasons to Share Legal Services.** Both the City Council and the School Board have recognized that the reasons for sharing services of the City Attorney’s Office include potential savings to taxpayers, expertise of the City Attorney’s Office in City Council and School Board matters, institutional memory, and the ability of the City Attorney’s Office to

provide a wide range of legal services to the School Board based on the expertise of the attorneys in numerous specialized areas of the law.

6. **Professional Judgment of City Attorney.** The Virginia Rules of Professional Conduct for the Legal Profession require the independent professional judgment of the Office of the City Attorney on behalf of its clients.

7. **Potential Ethical Conflicts.** The City Council and the School Board recognize that the potential for conflicting interests between the City Council and School Board may arise and that, in such cases, the City Attorney must refrain from representation of interests which may conflict.

8. **Identification of Conflicts.** The City Council and the School Board also recognize that they must work together and with the City Attorney to identify any real or perceived potential for conflict at the earliest possible time, advise each other and the City Attorney of any such conflict as soon as it arises so as not to compromise the interests of the City Council or the School Board, and assist the City Attorney in avoiding any violation or appearance of violation of the Code of Professional Responsibility.

9. **Continuation of Services.** The City Council and the School Board further recognize that it remains in the best interest of the taxpayers of the City for the School Board to continue to use the legal services of the Office of the City Attorney to the extent that no real or perceived conflict is present, and to the extent the City Attorney is budgeted and staffed to handle assigned legal business of the School Board.

Objectives:

The objective of this Cooperative Agreement is to define the scope and nature of the relationship between the City Attorney's Office and the School Board, to provide for the delivery

of designated legal services to the School Board, and to avoid any real or perceived conflict in the delivery of those services.

Agreement:

NOW, THEREFORE, the City Council and the School Board hereby agree as follows:

1. **Legal Staffing.** The Office of the City Attorney will provide the equivalent of three and one half (3 ½) attorney positions, one (1) paralegal position, and one (1) office assistant during FY2022. The services to be provided as follows:

A. The City Attorney will assign three attorneys on-site at the School Administration Building for provision of legal services to the School Board and the School Administration. As determined by the City Attorney, the attorneys will devote substantially all of their time to the provision of legal services to the School Board and School Administration. For the term of this Agreement, those attorneys will be Kamala H. Lannetti, Deputy City Attorney, and Dannielle Hall-McIvor, Associate City Attorney. An Associate or Assistant City Attorney will be hired in FY22. The City Attorney reserves the right to reassign attorneys to meet the legal needs of the School Board and School Administration in accordance paragraph 1D.

B. The City Attorney will dedicate one Paralegal on-site at the School Administration Building who will devote substantially all of his/her time to the support of legal services to the School Board and School Administration.

C. The remaining attorney hours will be provided by the other attorneys in the Office, based upon their various areas of expertise with school-related legal issues, student services, real estate matters, human resources and employee benefits matters, contracts, general administrative and procedural issues, litigation, and

other legal matters. Attorneys assigned to handle School Board matters will remain on-call to handle legal matters throughout the week. The City Attorney's Office will endeavor to handle as many legal matters in-house as it is capable of handling subject to the provisions of this Agreement.

D. During the term of this Agreement, and subject to reassignment in the judgment of the City Attorney, the selection of the assigned attorneys shall be mutually agreed upon by the City Attorney and the School Board. Additionally, if a majority of the Members of the School Board expresses dissatisfaction with the legal services provided by the assigned attorney, or by any other attorney providing services to the School Board, the City Attorney will meet with the School Board to discuss and evaluate its concerns. Furthermore, if the School Board and the City Attorney agree that the most reasonable way to address the School Board's concerns is to assign another attorney or other attorneys to represent the School Board, the City Attorney will use his best efforts to make such an assignment(s) as soon as possible.

2. **Communication and Reports.** Throughout the term of this Agreement, the Office of the City Attorney will maintain an open line of communication with the School Board and the Division Superintendent, and will keep each apprised, on a regular basis, of the status of all legal matters being handled on behalf of the School Board and School Administration; provided, however, that the Office of the City Attorney shall not communicate with the Superintendent concerning those matters being handled on a confidential basis for the School Board or for individual School Board Members in accordance with applicable School Board policies and applicable provisions of the Superintendent's contract. Additionally, the Office of the City

Attorney will provide the Superintendent and the School Board an annual report of the legal services and attorney hours provided pursuant to this Agreement and, upon request of the School Board, the School Board Chairman, or the Superintendent, will identify the amount of attorney hours expended in response to inquiries from individual School Board Members.

3. **Management of Legal Affairs.** The City Council and the School Board recognize and understand that the School Board shall be responsible for the management of its legal matters; that, to the extent contemplated by this Agreement, the City Attorney shall be designated as the chief legal advisor of the School Board and the School Administration, and shall assist the School Board and School Administration in the management of the School Board's legal matters; and that the City Attorney or his designee shall report to the School Board concerning those matters he has been assigned by the School Board to manage and/or handle on its behalf.

4. **Ethical Conflicts Concerning Representation of Parties.** The City Council and the School Board recognize the potential for real or perceived conflicts in the provision of legal services by the City Attorney, and agree to be vigilant in advising the City Attorney of such issues as they arise. Additionally, the City Council and the School Board understand that in such cases, the City Attorney will refrain from participation on behalf of the School Board but, to the extent ethically permissible in accordance with the Rules and Procedures of the Virginia State Bar, will continue representation of the City Council.

5. **Ability to Provide Legal Services.** The City Council and the School Board further recognize that the ability of the City Attorney's Office to provide legal services to the School Board is limited by the attorney hours allocated pursuant to this Agreement, the other provisions of this Agreement, and ethical constraints as they may arise.

6. **Nature of Agreement.** The parties agree that this Cooperative Agreement is not a contract to be enforced by either party but is rather an agreement setting forth the understanding of the parties regarding the parameters within which the Office of the City Attorney will provide legal services to the School Board and School Administration.

7. **Payment for Services.** The City shall forward to the School Board IDT requests in the amount of \$673,877.27 from its FY 2022 Operating Budget to the FY 2022 Operating Budget of the Office of the City Attorney to fund the annual salaries, benefits, and certain administrative costs of three and one half (3.5) attorneys, one (1) Paralegal, and one (1) Office Assistant. IDT requests of 50% of the total shall be made by the City and funds transferred by the School Board on or about July first and January first.

8. **Term and Termination of Agreement.** This Cooperative Agreement shall commence with the fiscal year of the parties which begins July 1, 2021 and ends June 30, 2022, and may be revised, as necessary, and renewed each fiscal year thereafter; provided, however, that each party shall give the other party notice of any intention to revise or not to renew the Agreement within one hundred twenty (120) days of the date of expiration of this Agreement, or any renewal hereof, in order that the other party will have the opportunity to make appropriate budget and staffing adjustments. Either party may terminate the Agreement on ninety (90) days' notice to the other party.

The parties hereby agree to the terms set forth above.

**SCHOOL BOARD OF THE CITY OF
VIRGINIA BEACH**

By: _____
Carolyn Rye, Chair

School Board of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the School Board of the City of Virginia Beach, Virginia on _____, 2021.

By: _____
School Board Clerk

**CITY COUNCIL OF THE CITY OF
VIRGINIA BEACH**

By: _____
Robert Dyer, Mayor

City Council of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the City Council of the City of Virginia Beach, Virginia on _____, 2021.

By: _____
City Clerk



Subject: Interim Financial Statements – May 2021 **Item Number:** 13B

Section: Information **Date:** June 22, 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
MAY 2021

The financial statements include the following:

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

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 **\$79.9 million**. Of the amount realized for the month, **\$38.3 million** was realized from the City, **\$8.1 million** was received in state sales tax, and **\$33.0 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$90,938** 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 **88.96%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY20 was **87.18%**, and FY19 was **88.52%**. 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 **\$684** (interest) this month or **91.3%** of the estimated revenue for the current fiscal year compared to **100.4%** of FY20 actual. Expenditures totaled **\$543,912** for this month. This fund has incurred expenditures and encumbrances of **74.0%** of the current fiscal year budget compared to **81.4%** 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 **\$2,669,044** (includes **\$2,067,318** from the Federal USDA Summer Feeding Program) this month or **60.3%** of the estimated revenue for the current fiscal year compared to **68.3%** of the FY20 actual. Expenditures totaled **\$2,216,786** for this month. This fund has incurred expenditures and encumbrances of **59.9%** of the current fiscal year budget compared to **74.4%** 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 **\$356,315** (includes **\$352,802** from the Department of Education) this month or **91.4%** of the estimated revenue for the current fiscal year compared to the **93.0%** of the FY20 actual. Expenditures totaled **\$44,348** for this month. This fund has incurred expenditures and encumbrances of **83.0%** of the budget for the current fiscal year compared to **69.3%** 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 **\$237,244** (includes **\$7,668** in interest) in revenue this month. Expenses for this month totaled **\$299,572** (includes **\$1,810** in General Liability Insurance premiums and **\$148,365** 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 **\$93,050** in revenue (includes **\$4,681** in tower rent-Cox High, **\$74,373** in tower rent-Landstown High, **\$10,579** in tower rent-Tech Center, and **\$1,799** in tower rent – Woodstock Elementary) this month or **130.3%** of the estimated revenue for the current fiscal year compared to **131.6%** 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 **\$4,993,893** 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 **\$12,366,394** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$5,748,144**. 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 **\$469** in revenue (interest) has been realized this month or **45.4%** of the estimated revenue for the current fiscal year compared to the **88.1%** of the FY20 actual. Expenditures total **\$36,000** for this fiscal year. 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 **\$8,161** 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 **\$422** in revenue (interest) has been realized this fiscal year. Expenses for this month totaled **\$2,450**. 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 **\$3,411,301** in expenditures was incurred for various school capital projects this month. This includes **\$665,600** for Princess Anne Middle Replacement project, **\$160,418** for Plaza Annex Addition project, **\$366,647** for HVAC Phase III Renovations and Replacement projects, **\$335,556** for Re-roofing Phase III Renovation and Replacement projects, and **\$1,663,984** 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 **73.5%** of the current year fiscal year budget compared to **81.2%** of FY20 actual.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
May 1, 2021 through May 31, 2021

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
21-05-01	To cover the local match for Grant 702017 VA Humanities Beneath the Surface	FROM	Elementary Classroom Transfers to Other School Funds	TO	Diversity, Equity, and Inclusion Transfers to Other School Funds	\$ 4,700
21-05-05	To purchase laptops, docking stations, and an iPad	FROM	Purchasing Services VRS Retirement	TO	Purchasing Services Technology Supplies Controlled Assets Computer Equipment	\$ 6,444
21-05-05	To replace laptops, Chromebooks with cases, monitors, printers, and desktop scanners	FROM	Vehicle Operations Replace Buses	TO	Transportation Management Controlled Assets Computer Equipment	\$ 52,754
21-05-05	To purchase garage equipment to properly service and maintain propane buses and AC systems on school buses and fleet vehicles	FROM	Vehicle Services Repair and Maintenance Services Powered Equipment Supplies	TO	Vehicle Maintenance New Machinery / Equipment & Furn/Fixture	\$ 13,200
21-05-05	To purchase an easel for the classroom	FROM	Providence ES Instructional Draw	TO	Providence ES Special Education Draw	\$ 213
21-05-05	To purchase a Hokki stool for Special Education	FROM	Rosemont Forest ES Instructional Draw	TO	Rosemont Forest ES Special Education Draw	\$ 112
21-05-08	To purchase flexible seating	FROM	King's Grant ES Technology Draw	TO	King's Grant ES Special Education Draw	\$ 301
21-05-09	To purchase instructional supplies	FROM	Landstown ES Library Draw	TO	Landstown ES Special Education Draw	\$ 93
21-05-09	To purchase computer headsets	FROM	Landstown ES Library Draw	TO	Landstown ES Special Education Draw Technology Supplies	\$ 86
21-05-11	To cover room dividers and graphic drawing tablet	FROM	Alanton ES Staff Development Draw	TO	Alanton ES Special Education Draw Special Education Draw-Technology Supplies	\$ 398
21-05-13	To cover secret stories classroom kit	FROM	Creeds ES Administrative Draw	TO	Creeds ES Special Education Draw	\$ 177
21-05-13	To cover social skills board games	FROM	Brookwood ES Instructional Draw	TO	Brookwood ES Special Education Draw	\$ 6
21-05-13	To purchase of supplies like dry erase markers, dry erase boards and crayons	FROM	Green Run ES Library Draw	TO	Green Run ES Special Education Draw	\$ 46
21-05-13	To purchase special education supplies, tools for reading and sound boards	FROM	Linkhorn ES Administrative Draw	TO	Linkhorn ES Special Education Draw	\$ 42
21-05-15	To purchase room dividers	FROM	Rosemont ES Technology Draw	TO	Rosemont ES Special Education Draw	\$ 297
21-05-16	To purchase technology supplies for the Special Education department	FROM	Pembroke ES Special Education Draw	TO	Pembroke ES Special Education Draw Technology Supplies	\$ 554
21-05-16	To purchase technology supplies for the Special Education department	FROM	Pembroke ES Technology Draw	TO	Pembroke ES Special Education Draw Technology Supplies	\$ 553
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Elementary Classroom Replace Computer Equipment > \$5,000	\$ 94,748
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Middle Classroom Replace Computer Equipment > \$5,000	\$ 20,552
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	High Classroom Replace Computer Equipment > \$5,000	\$ 39,929
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Tech and Career Ed Classroom Replace Computer Equipment > \$5,000	\$ 10,492
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Alternative Education Classroom Controlled Assets Computer Equipment	\$ 1,591
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Student Leadership Controlled Assets Computer Equipment	\$ 1,591
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Office of the Principal - Middle Replace Computer Equipment > \$5,000	\$ 10,924
21-05-17	To purchase replacement copiers	FROM	Social Workers Other Purchased Services Schools	TO	Health Services Replace Computer Equipment > \$5,000	\$ 5,030

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

MAY 2021

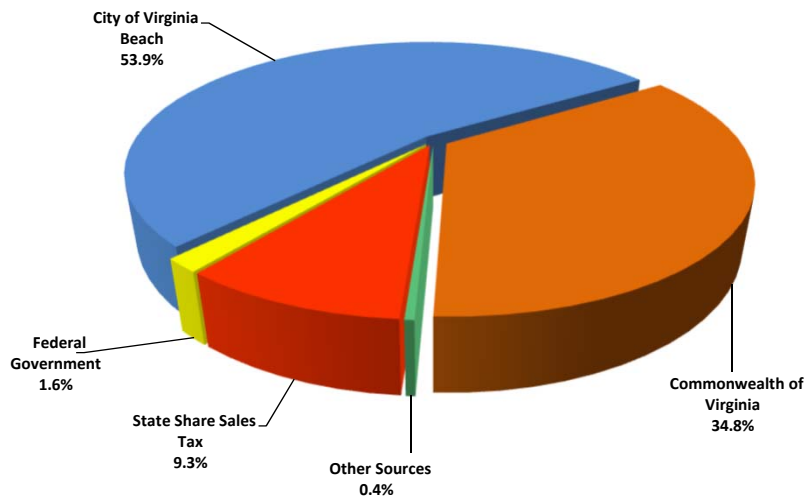
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2021	297,791,599	<-----	269,614,019	90.54%	A
	2020	284,825,537	285,102,568	248,964,672	87.41%	
	2019	272,725,078	274,756,361	240,323,602	88.12%	
STATE SALES TAX	2021	79,209,739	<-----	71,739,399	90.57%	A
	2020	78,981,847	79,610,836	67,237,423	85.13%	
	2019	75,344,490	76,320,888	62,959,715	83.56%	
FEDERAL GOVERNMENT	2021	13,500,000	<-----	15,911,836	117.87%	F
	2020	12,200,000	16,671,591	15,188,419	124.50%	
	2019	12,200,000	15,961,332	14,283,489	117.08%	
CITY OF VIRGINIA BEACH	2021	460,646,169	<-----	421,448,338	91.49%	A
	2020	465,523,561	465,523,561	434,991,098	93.44%	
	2019	457,402,684	457,402,684	418,091,626	91.41%	
OTHER SOURCES	2021	3,082,803	<-----	2,116,490	68.65%	A
	2020	3,032,803	4,046,738	3,326,346	109.68%	
	2019	2,782,803	4,001,625	2,623,652	94.28%	
SCHOOL OPERATING FUND TOTAL	2021	854,230,310	<-----	780,830,082	91.41%	A
	2020	844,563,748	850,955,294	769,707,958	91.14%	
	2019	820,455,055	828,442,890	738,282,084	89.98%	

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

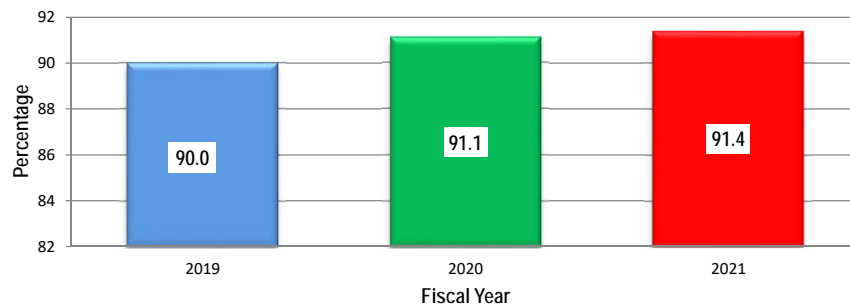
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 2

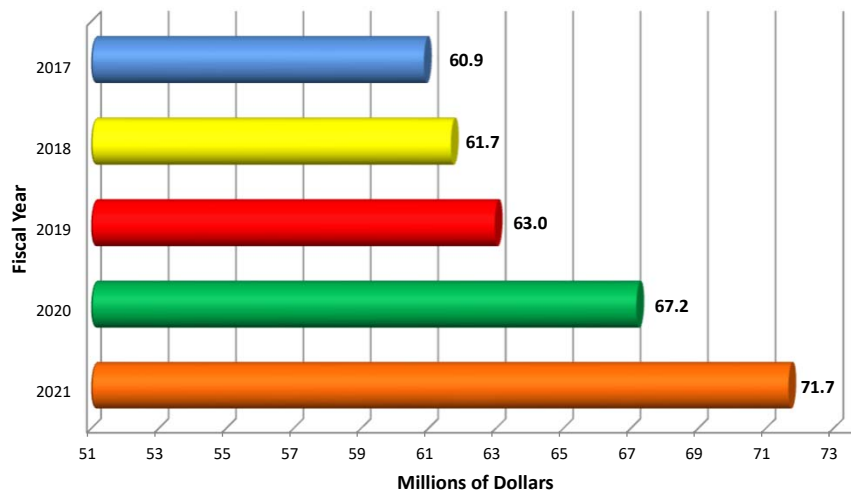
Fiscal Year 2021 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of May 31, 2021



State Sales Tax Revenue through May 31, 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

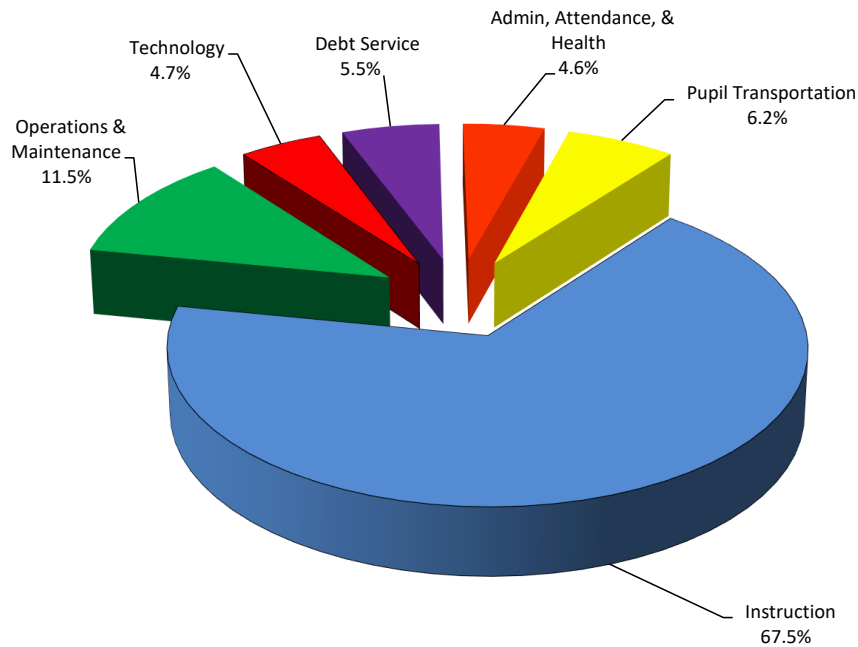
MAY 2021

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION CATEGORY	2021	585,728,599	<-----	524,313,956	89.51%	A
	2020	597,197,050	577,167,812	524,393,039	87.81%	
	2019	576,532,705	564,422,174	511,136,722	88.66%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2021	39,965,023	<-----	33,670,220	84.25%	A
	2020	26,273,771	24,530,187	22,361,865	85.11%	
	2019	27,757,408	26,446,361	24,172,227	87.08%	
PUPIL TRANSPORTATION CATEGORY	2021	53,576,088	<-----	48,077,367	89.74%	A
	2020	42,405,656	41,232,908	37,133,148	87.57%	
	2019	40,914,622	40,103,993	36,996,331	90.42%	
OPERATIONS AND MAINTENANCE CATEGORY	2021	100,079,471	<-----	85,339,461	85.27%	A
	2020	99,738,735	93,760,634	83,952,786	84.17%	
	2019	95,992,689	92,855,284	84,051,489	87.56%	
TECHNOLOGY CATEGORY	2021	40,618,024	<-----	38,004,239	93.56%	A
	2020	45,933,211	42,639,283	39,697,398	86.42%	
	2019	44,344,757	42,839,605	38,971,381	87.88%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2021	819,967,205	<-----	729,405,243	88.96%	A
	2020	811,548,423	779,330,824	707,538,236	87.18%	
	2019	785,542,181	766,667,417	695,328,150	88.52%	
DEBT SERVICE CATEGORY	2021	47,630,328	<-----	45,349,060	95.21%	A
	2020	43,313,882	42,933,085	42,892,943	99.03%	
	2019	41,951,320	41,768,217	41,886,801	99.85%	

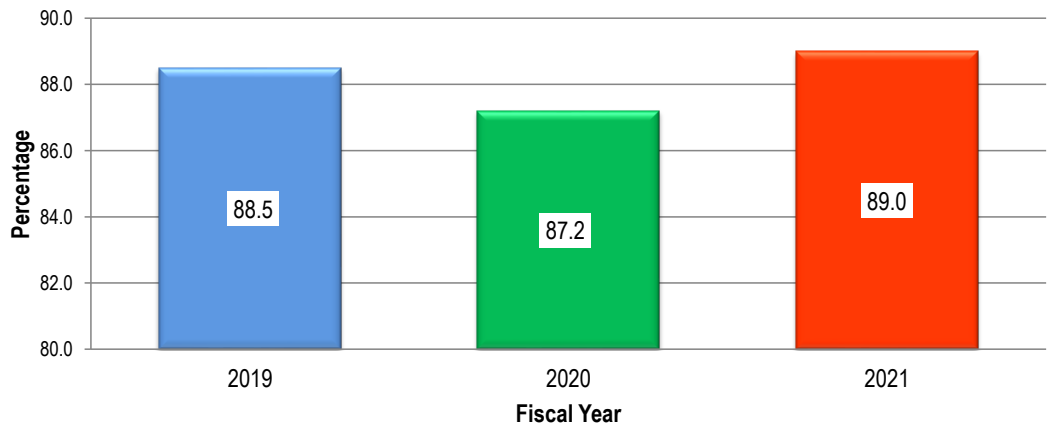
* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

Fiscal Year 2021
Budget by Category
(Includes Debt Service Category)



School Operating Fund
Expenditures/Encumbrances Percentage of Actual to
Budget as of May 31, 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MAY 31, 2021

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	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	161,405,116	15,463,948	143,863,457	1,432,978	16,108,681	90.0%
MIDDLE CLASSROOM	64,268,561	6,021,002	54,701,044	3,211,693	6,355,824	90.1%
HIGH CLASSROOM	82,264,812	7,946,500	72,320,607	1,558,589	8,385,616	89.8%
SPECIAL ED CLASSROOM	97,160,016	7,186,134	88,285,742	90,009	8,784,265	91.0%
TECH AND CAREER ED CLASSROOM	17,840,323	1,615,130	15,261,573	125,854	2,452,896	86.3%
GIFTED CLASSROOM	15,044,013	1,438,464	13,214,223	131,788	1,698,002	88.7%
ALTERNATIVE EDUCATION CLASSROOM	6,228,893	483,091	4,754,809	29,553	1,444,531	76.8%
REMEDIAL ED CLASSROOM	8,194,935	798,318	7,195,359	83	999,493	87.8%
SUMMER SCHOOL CC	1,202,285		870,703	4,570	327,012	72.8%
SUMMER SLIDE	270,483	4,787	185,846	36,179	48,458	82.1%
ADULT ED	2,050,185	192,414	1,734,616	3,307	312,262	84.8%
GUIDANCE	18,873,965	1,690,968	17,007,005	36,257	1,830,703	90.3%
SOCIAL WORKERS SCHOOL	3,973,795	369,604	3,245,255	2,289	726,251	81.7%
HOMEBOUND	210,433	6,364	69,417		141,016	33.0%
TEACHING AND LEARNING	17,843,201	1,044,220	15,629,690	162,882	2,050,629	88.5%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,311,856	90,884	932,891	41,878	337,087	74.3%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	287,441	39,995	146,151	63,000	78,290	72.8%
STUDENT LEADERSHIP	1,583,450	71,546	1,445,674	961	136,815	91.4%
SCHOOL LEADERSHIP	2,129,659	174,490	1,694,771	22,500	412,388	80.6%
STUDENT ACTIVITIES	8,672,346	303,545	7,927,509	24,342	720,495	91.7%
SPECIAL ED SUPPORT	3,695,106	308,375	3,244,917	522	449,667	87.8%
TECH AND CAREER ED SUPPORT	1,010,464	82,469	885,059	63	125,342	87.6%
GIFTED ED SUPPORT	2,513,851	211,483	2,043,825	19,965	450,061	82.1%
ALTERNATIVE ED SUPPORT	2,361,900	218,519	2,043,220	31,231	287,449	87.8%
LIBRARY MEDIA SUPPORT	13,557,259	1,284,049	11,563,307	424,973	1,568,979	88.4%
OFFICE OF PRINCIPAL-ELEMENTARY	26,973,373	2,277,566	23,975,167	211,930	2,786,276	89.7%
OFFICE OF PRINCIPAL-MIDDLE	11,513,079	986,501	10,389,553	27,253	1,096,273	90.5%
OFFICE OF PRINCIPAL-HIGH	12,593,865	1,107,189	11,279,072	101,877	1,212,916	90.4%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	693,934	57,927	606,054	914	86,966	87.5%
TOTAL INSTRUCTION	585,728,599	51,475,482	516,516,516	7,797,440	61,414,643	89.5%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD,LEGAL AND GOVT SERVICES	1,295,102	32,631	713,585	13,698	567,819	56.2%
OFFICE OF SUPERINTENDENT	1,259,175	90,741	1,112,594	32	146,549	88.4%
MEDIA AND COMMUNICATIONS	2,129,901	150,656	1,659,814	1,867	468,220	78.0%
HUMAN RESOURCES SCHOOL	5,765,743	395,316	5,011,367	3,000	751,376	87.0%
PROFESSIONAL GROWTH AND INNOVATION	911,886	64,827	712,342	5,673	193,871	78.7%
CONSOLIDATED BENEFITS	2,578,388	136,787	1,894,693	1,466	682,229	73.5%
PLANNING INNOVATION AND ACCOUNTABILITY	2,177,833	149,853	1,483,788	7,648	686,397	68.5%
BUDGET AND FINANCE	7,320,807	384,372	6,652,396	11,407	657,004	91.0%
INTERNAL AUDIT	488,479	39,448	438,182	285	50,012	89.8%
PURCHASING SERVICES	1,109,777	93,957	975,272	10,122	124,383	88.8%
HEALTH SERVICES	8,295,865	817,712	7,155,371	2,869	1,137,625	86.3%
PSYCHOLOGICAL SERVICES	6,120,941	529,170	5,333,376	7,331	780,234	87.3%
AUDIOLOGICAL SERVICES	511,126	43,846	458,529	3,513	49,084	90.4%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	39,965,023	2,929,316	33,601,309	68,911	6,294,803	84.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MAY 31, 2021

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	2,665,562	213,047	2,363,260	7,871	294,431	89.0%
VEHICLE OPERATIONS	33,168,794	1,893,902	18,295,761	11,866,575	3,006,458	90.9%
VEHICLE OPERATIONS-SPECIAL ED	10,782,348	531,963	5,737,819	3,873,204	1,171,325	89.1%
MONITORING SERVICES-SPECIAL ED	3,256,453	291,963	2,739,568		516,885	84.1%
VEHICLE MAINTENANCE	3,702,931	288,585	3,193,309		509,622	86.2%
TOTAL PUPIL TRANSPORTATION	53,576,088	3,219,460	32,329,717	15,747,650	5,498,721	89.7%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	325,220	25,088	270,465		54,755	83.2%
FACILITIES AND MAINTENANCE SERVICES	51,633,130	3,355,100	39,507,105	5,708,175	6,417,850	87.6%
CUSTODIAL SERVICES SCHOOL	26,481,931	2,353,674	22,609,470	294,726	3,577,735	86.5%
GROUNDS SERVICES	4,479,888		4,479,888			100.0%
VEHICLE SERVICES	5,883,390	66,248	1,724,593	691,402	3,467,395	41.1%
SAFE SCHOOLS	8,090,867	762,119	7,163,726	16,452	910,689	88.7%
DISTRIBUTION SERVICES	2,047,037	190,844	1,707,462	66,501	273,074	86.7%
TELECOMMUNICATIONS CC	1,138,008	65,092	1,028,910	70,586	38,512	96.6%
TOTAL OPERATIONS AND MAINTENANCE	100,079,471	6,818,165	78,491,619	6,847,842	14,740,010	85.3%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	686,947	5,575	400,649	39,877	246,421	64.1%
MIDDLE CLASSROOM	496,854	9,353	479,251	14,467	3,136	99.4%
HIGH CLASSROOM	363,387	5,725	324,363	82,901	(43,877)	112.1%
SPECIAL ED CLASSROOM	320,004	15,461	592,589	85,215	(357,800)	211.8%
TECH AND CAREER ED CLASSROOM	321,737	8,441	87,416	33,833	200,488	37.7%
GIFTED CLASSROOM	91,974	2,121	96,645	29,929	(34,600)	137.6%
ALTERNATIVE EDUCATION CLASSROOM	1,591		330		1,261	20.7%
REMEDIATION ED CLASSROOM	18,714		8,716	1,031	8,967	52.1%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	75,810	13,839	121,990	24,337	(70,517)	193.0%
GUIDANCE	45,015	125	51,748	7,939	(14,672)	132.6%
SOCIAL WORKERS SCHOOL	8,219	15,894	22,028	2,000	(15,809)	292.3%
HOMEBOUND	40,143	6,337	14,391		25,752	35.8%
TEACHING AND LEARNING	541,437	(236,375)	372,331	52,845	116,261	78.5%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366		26,272	31,300	(25,206)	177.9%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	9,562		5,526	1,290	2,746	71.3%
STUDENT LEADERSHIP	4,002	159	1,424		2,578	35.6%
SCHOOL LEADERSHIP	30,279	1,440	19,146	1,952	9,181	69.7%
STUDENT ACTIVITIES	836		903	250	(317)	137.9%
SPECIAL ED SUPPORT	9,946	123	5,688		4,258	57.2%
TECH AND CAREER ED SUPPORT	4,519	8	3,015	56	1,448	68.0%
GIFTED ED SUPPORT	36,225	180	79,127		(42,902)	218.4%
ALTERNATIVE ED SUPPORT	171,286	1,912	71,496	34,730	65,060	62.0%
LIBRARY MEDIA SUPPORT	605,447	3,803	585,269	128,948	(108,770)	118.0%
OFFICE OF PRINCIPAL-ELEMENTARY	82,595	2,846	40,705	106,760	(64,870)	178.5%
OFFICE OF PRINCIPAL-MIDDLE	36,938	2,775	30,389	56,291	(49,742)	234.7%
OFFICE OF PRINCIPAL-HIGH	46,998	1,233	29,174	65,641	(47,817)	201.7%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501	656	3,478		(2,977)	694.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MAY 31, 2021

	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	14,976,637	1,181,444	13,057,544	122,174	1,796,919	88.0%
BOARD,LEGAL AND GOVT SERVICES	2,233		2,445		(212)	109.5%
OFFICE OF SUPERINTENDENT	7,658	116	3,682	27	3,949	48.4%
MEDIA AND COMMUNICATIONS	268,343	164,757	326,752	1,339	(59,748)	122.3%
HUMAN RESOURCES SCHOOL	295,639	56,792	318,110	10,716	(33,187)	111.2%
PROFESSIONAL GROWTH AND INNOVATION	136,328	8,827	129,700	9,271	(2,643)	101.9%
CONSOLIDATED BENEFITS	44,679	380	32,158	23,335	(10,814)	124.2%
PLANNING INNOVATION AND ACCOUNTABILITY	367,003	30	209,534	221,271	(63,802)	117.4%
BUDGET AND FINANCE	352,471	605	179,498	19,151	153,822	56.4%
INTERNAL AUDIT	1,607	4	108	6,600	(5,101)	417.4%
PURCHASING SERVICES	58,411	3,150	45,812	3,807	8,792	84.9%
OFFICE OF TECHNOLOGY	958,683	93,386	775,978	30,140	152,565	84.1%
HEALTH SERVICES	10,515		3,489	170	6,856	34.8%
PSYCHOLOGICAL SERVICES	32,915	4,203	57,582	3,173	(27,840)	184.6%
TRANSPORTATION MANAGEMENT	58,822	69	1,735	52,694	4,393	92.5%
VEHICLE OPERATIONS	344,417	20,357	350,763	252,487	(258,833)	175.2%
VEHICLE OPERATIONS-SPECIAL ED	108,552	6,428	110,767		(2,215)	102.0%
VEHICLE MAINTENANCE	39,652	225	19,721	9,643	10,288	74.1%
SCHOOL DIVISION SERVICES	1,420	2	1,286		134	90.6%
FACILITIES AND MAINTENANCE SERVICES	1,410,204	19,312	1,011,192	271,795	127,217	91.0%
CUSTODIAL SERVICES SCHOOL	2,672	55	7,929	5,150	(10,407)	489.5%
VEHICLE SERVICES	94,765	5,556	94,738		27	99.9%
SAFE SCHOOLS	145,596	324	97,525	25,911	22,160	84.8%
DISTRIBUTION SERVICES	52,927	2,667	49,105	10,808	(6,986)	113.2%
TELECOMMUNICATIONS CC	10,212	1,209	3,810	2,743	3,659	64.2%
TECHNOLOGY MAINTENANCE	16,741,589	376,993	13,064,720	2,690,500	986,369	94.1%
TOTAL TECHNOLOGY	<u>40,618,024</u>	<u>1,808,522</u>	<u>33,429,742</u>	<u>4,574,497</u>	<u>2,613,785</u>	93.6%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	<u>819,967,205</u>	<u>66,250,945</u>	<u>694,368,903</u>	<u>35,036,340</u>	<u>90,561,962</u>	89.0%
DEBT SERVICE CATEGORY:	<u>47,630,328</u>	<u>2,409,391</u>	<u>45,349,060</u>		<u>2,281,268</u>	95.2%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2020 through May 31, 2021

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Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	297,791,599	34.86%	269,614,019	(28,177,580)	90.54%
State Share Sales Tax	79,209,739	9.27%	71,739,399	(7,470,340)	90.57%
Federal Government	13,500,000	1.58%	15,911,836	2,411,836	117.87%
City of Virginia Beach	460,646,169	53.93%	421,448,338	(39,197,831)	91.49%
Other Sources	3,082,803	0.36%	2,116,490	(966,313)	68.65%
Total Revenues	854,230,310	100.0%	780,830,082	(73,400,228)	91.41%
Prior Year Local Contribution*	13,367,223				
	<u>867,597,533</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	585,728,599	67.51%	524,313,956	61,414,643	89.51%
Administration, Attendance and Health	39,965,023	4.61%	33,670,220	6,294,803	84.25%
Pupil Transportation	53,576,088	6.17%	48,077,367	5,498,721	89.74%
Operations and Maintenance	100,079,471	11.54%	85,339,461	14,740,010	85.27%
Technology	40,618,024	4.68%	38,004,239	2,613,785	93.56%
Debt Service	47,630,328	5.49%	45,349,060	2,281,268	95.21%
Total Expenditures/Encumbrances	<u>867,597,533</u>	100.0%	<u>774,754,303</u>	<u>92,843,230</u>	89.30%

*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 MAY 31, 2021

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ASSETS:

CASH	1,003,885
DUE FROM GENERAL FUND	106,621,590
PREPAID ITEM	152,629

LIABILITIES:

CHECKS PAYABLE	352,838
WIRES PAYABLE	2,408,569
ACH PAYABLE	291,334
ACCOUNTS PAYABLE	9,751
ACCOUNTS PAYABLE-SCHOOLS	129,112
SALARIES PAYABLE-OPTIONS	45,843,124
FICA PAYABLE-OPTIONS	3,492,447
DUE TO COMMONWEALTH	12,605
UNEARNED REVENUE	145,550
TOTAL LIABILITIES	<u>52,685,330</u>

FUND EQUITY:

FUND BALANCE	613,432
ESTIMATED REVENUE	(854,230,310)
APPROPRIATIONS	867,597,533
ENCUMBRANCES	35,036,340
RESERVE FOR ENCUMBRANCES	(35,036,340)
EXPENDITURES	(739,717,963)
REVENUES	<u>780,830,082</u>
TOTAL FUND EQUITY	<u>55,092,774</u>

TOTAL ASSETS	<u><u>107,778,104</u></u>
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TOTAL LIABILITIES AND FUND EQUITY	<u><u>107,778,104</u></u>
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VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MAY 31, 2021

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	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
COMMONWEALTH VRS RETIREMENT	26,230,301	2,173,214	23,905,356	(2,324,945)	91.1%
SOCIAL SECURITY	11,241,558	932,316	10,255,470	(986,088)	91.2%
GROUP LIFE	788,881	65,656	722,216	(66,665)	91.5%
BASIC SCHOOL AID	194,239,903	16,163,736	177,919,378	(16,320,525)	91.6%
REMEDIAL SUMMER SCHOOL	188,358		102,027	(86,331)	54.2%
VOCATIONAL EDUCATION	1,656,651	137,877	1,516,654	(139,997)	91.5%
GIFTED EDUCATION	2,051,091	170,705	1,877,762	(173,329)	91.5%
SPECIAL EDUCATION	20,668,688	1,720,187	18,922,064	(1,746,624)	91.5%
PREVENTION, INTERVENTION AND REMEDIATION	4,733,287	393,936	4,333,297	(399,990)	91.5%
SPECIAL EDUCATION HOMEBOUND	117,991	12,829	64,145	(53,846)	54.4%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	12,394,018	2,671,676	12,022,543	(371,475)	97.0%
FOSTER CARE	455,023	166,978	166,978	(288,045)	36.7%
SPECIAL ED-REGIONAL TUITION	9,690,078			(9,690,078)	
CAREER AND TECH ED-OCCUPATIONAL	328,669			(328,669)	
FOSTER CARE-SPED		178,673	178,673	178,673	
ENGLISH AS A SECOND LANGUAGE	1,707,149	131,611	1,447,715	(259,434)	84.8%
AT-RISK	5,930,533	513,293	5,389,574	(540,959)	90.9%
K-3 PRIMARY CLASS SIZE REDUCTION	5,369,420	924,568	4,160,555	(1,208,865)	77.5%
OTHER STATE FUNDS			8,755	8,755	
NO LOSS FUNDING		6,620,857	6,620,857	6,620,857	
TOTAL FROM COMMONWEALTH OF VIRGINIA	297,791,599	32,978,112	269,614,019	(28,177,580)	90.5%
STATE SHARE SALES TAX	79,209,739	8,127,682	71,739,399	(7,470,340)	90.6%
TOTAL FROM STATE SHARE SALES TAX	79,209,739	8,127,682	71,739,399	(7,470,340)	90.6%
IMPACT AID PUBLIC LAW 874	9,935,191	90,938	6,949,903	(2,985,288)	70.0%
IMPACT AID SPECIAL ED			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		239,786	139,786	239.8%
DEPT OF DEFENSE SPECIAL ED			2,102,900	2,102,900	
MEDICAID REIMB-MEDICAL	1,964,809	134,077	686,206	(1,278,603)	34.9%
MEDICAID REIMB-TRANSPORTATION		7,993	37,456	37,456	
OTHER FEDERAL FUNDS			48	48	
TOTAL FROM FEDERAL GOVERNMENT	13,500,000	233,008	15,911,836	2,411,836	117.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MAY 31, 2021

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	<u>FY 2021</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	454,846,169	37,840,927	416,119,703	(38,726,466)	91.5%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	471,365	5,328,635	(471,365)	91.9%
TOTAL TRANSFERS	<u>460,646,169</u>	<u>38,312,292</u>	<u>421,448,338</u>	<u>(39,197,831)</u>	91.5%
RENT OF FACILITIES SCHOOLS	450,000		167,000	(283,000)	37.1%
SERVICE CHARGES-SECEP		39,723	39,723	39,723	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	14,290	128,987	28,987	129.0%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575	7,800	7,800	(17,775)	30.5%
TUITION SUMMER SCHOOL	700,000		205,774	(494,226)	29.4%
TUITION DRIVERS ED	322,125	7,560	94,715	(227,410)	29.4%
PLANETARIUM FEES		(20)	(200)	(200)	
DONATION			450	450	
STOP ARM ENFORCEMENT	300,000	79,305	327,826	27,826	109.3%
SALE OF SALVAGE MATERIALS	12,000	1,532	46,261	34,261	385.5%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	23,003	116,070	101,070	773.8%
SALE OF SCHOOL BUSES		12,800	153,828	153,828	
REIMB SYSTEM REPAIRS		825	8,330	8,330	
LOST AND STOLEN-TECHNOLOGY			3,843	3,843	
DAMAGED-TECHNOLOGY		977	27,294	27,294	
LOST AND DAMAGED-CALCULATORS			961	961	
LOST AND DAMAGED-HEARTRATE MONITORS			496	496	
MISCELLANEOUS REVENUE	224,703	368	121,634	(103,069)	54.1%
INDIRECT COST-GRANTS	<u>600,000</u>	<u>77,407</u>	<u>665,698</u>	<u>65,698</u>	110.9%
TOTAL FROM OTHER SOURCES	<u>3,082,803</u>	<u>265,570</u>	<u>2,116,490</u>	<u>(966,313)</u>	68.7%
TOTAL SCHOOL OPERATING FUND	<u>854,230,310</u>	<u>79,916,664</u>	<u>780,830,082</u>	<u>(73,400,228)</u>	91.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 5

ASSETS:		LIABILITIES:	
CASH	1,311,794	CHECKS PAYABLE	5,516
		TOTAL LIABILITIES	5,516
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,485,692
		ENCUMBRANCES	356,825
		RESERVE FOR ENCUMBRANCES	(356,825)
		EXPENDITURES	(3,702,721)
		REVENUES	5,001,581
		TOTAL FUND EQUITY	1,306,278
TOTAL ASSETS	1,311,794	TOTAL LIABILITIES AND FUND EQUITY	1,311,794

	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	684	26,392	21,392	527.8%	1151.0%
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)		114.2%
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000		915	(4,085)	18.3%	461.5%
TOTAL REVENUES	5,478,274	684	5,001,581	(476,693)	91.3%	100.4%
PYFB-ENCUMBRANCES	7,418					
TOTAL REVENUES AND PYFB	5,485,692					

	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	256,852	1,739,733		1,066,034	62.0%	91.0%
FICA BENEFITS	195,437	19,877	135,210		60,227	69.2%	91.0%
PURCHASED SERVICES	1,282,029	178,298	864,043		417,986	67.4%	70.0%
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	88,885	681,500	293,411	(202,693)	126.2%	81.3%
CAPITAL OUTLAY	188,991		86,553	63,414	39,024	79.4%	38.8%
TOTAL	5,485,692	543,912	3,702,721	356,825	1,426,146	74.0%	81.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 6

ASSETS:		LIABILITIES:	
CASH	8,714,632	CHECKS PAYABLE	2,864
CASH WITH CAFETERIAS	5,469	SALARIES PAYABLE-OPTIONS	944,859
FOOD INVENTORY	455,396	FICA PAYABLE-OPTIONS	72,280
FOOD-USDA INVENTORY	171,402	UNEARNED REVENUE	754,978
SUPPLIES INVENTORY	161,813	TOTAL LIABILITIES	<u>1,774,981</u>
		FUND EQUITY:	
		FUND BALANCE	4,415,922
		ESTIMATED REVENUE	(32,568,966)
		APPROPRIATIONS	38,729,817
		ENCUMBRANCES	742,676
		RESERVE FOR ENCUMBRANCES	(742,676)
		EXPENDITURES	(22,474,053)
		REVENUES	<u>19,631,011</u>
		TOTAL FUND EQUITY	<u>7,733,731</u>
TOTAL ASSETS	<u>9,508,712</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>9,508,712</u>

	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	3,644	56,458	(143,542)	28.2%	321.5%
SERVICE CHARGES	11,183,378	16,183	113,277	(11,070,101)	1.0%	64.2%
USDA REBATES FROM VENDORS	650,000	70,738	327,744	(322,256)	50.4%	76.3%
MISCELLANEOUS REVENUE			61,699	61,699		
TOTAL LOCAL REVENUE	<u>12,033,378</u>	<u>90,565</u>	<u>559,178</u>	<u>(11,474,200)</u>	4.6%	66.6%
SCHOOL BREAKFAST INITIATIVE	55,000		7,710	(47,290)	14.0%	
SCHOOL LUNCH	550,000		268,810	(281,190)	48.9%	119.5%
SCHOOL BREAKFAST		9,594	43,173	43,173		
TOTAL REVENUE FROM COMMONWEALTH	<u>605,000</u>	<u>9,594</u>	<u>319,693</u>	<u>(285,307)</u>	52.8%	127.2%
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	501,567	3,007,391	2,657,391	859.3%	88.9%
USDA SUMMER FEEDING PROGRAM	150,000	2,067,318	15,744,749	15,594,749	10496.5%	1175.7%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>19,930,588</u>	<u>2,568,885</u>	<u>18,752,140</u>	<u>(1,178,448)</u>	94.1%	67.8%
TOTAL REVENUES	<u>32,568,966</u>	<u>2,669,044</u>	<u>19,631,011</u>	<u>(12,937,955)</u>	60.3%	68.3%
PRIOR YEAR FUND BALANCE (PYFB)	4,971,333					
PYFB-ENCUMBRANCES	<u>1,189,518</u>					
TOTAL REVENUES AND PYFB	<u>38,729,817</u>					

	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	936,188	9,317,871		3,258,944	74.1%	76.3%
FRINGE BENEFITS	4,965,156	388,841	3,612,658		1,352,498	72.8%	63.7%
PURCHASED SERVICES	1,155,424	15,061	731,244	48,561	375,619	67.5%	156.1%
OTHER CHARGES	49,801	267	5,722		44,079	11.5%	103.5%
MATERIALS AND SUPPLIES	16,976,720	876,429	8,605,602	34,944	8,336,174	50.9%	69.4%
CAPITAL OUTLAY	3,005,901		200,956	659,171	2,145,774	28.6%	129.4%
TOTAL	<u>38,729,817</u>	<u>2,216,786</u>	<u>22,474,053</u>	<u>742,676</u>	<u>15,513,088</u>	59.9%	74.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 7

ASSETS:		LIABILITIES:	
CASH	8,248,174	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	7,757,568
		ESTIMATED REVENUE	(4,295,536)
		APPROPRIATIONS	4,411,338
		ENCUMBRANCES	110,291
		RESERVE FOR ENCUMBRANCES	(110,291)
		EXPENDITURES	(3,549,259)
		REVENUES	3,924,063
		TOTAL FUND EQUITY	8,248,174
TOTAL ASSETS	<u>8,248,174</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>8,248,174</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	3,463	41,600	12,117	141.1%	410.1%
LOST AND DAMAGED	27,000	50	1,581	(25,419)	5.9%	4.3%
MISCELLANEOUS			54	54		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>3,513</u>	<u>43,235</u>	<u>(13,248)</u>	76.5%	219.0%
DEPT OF EDUCATION	4,239,053	352,802	3,880,828	(358,225)	91.5%	91.2%
TOTAL REVENUE-COMMONWEALTH	<u>4,239,053</u>	<u>352,802</u>	<u>3,880,828</u>	<u>(358,225)</u>	91.5%	91.2%
TOTAL REVENUES	4,295,536	<u>356,315</u>	<u>3,924,063</u>	<u>(371,473)</u>	91.4%	93.0%
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	7,883	76,916		17,060	81.8%	95.0%
FRINGE BENEFITS	35,641	3,021	30,187		5,454	84.7%	121.6%
PURCHASED SERVICES			191,390		(191,390)		
MATERIALS AND SUPPLIES	4,281,721	33,444	3,250,766	110,291	920,664	78.5%	68.4%
TOTAL	<u>4,411,338</u>	<u>44,348</u>	<u>3,549,259</u>	<u>110,291</u>	<u>751,788</u>	83.0%	69.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 8

ASSETS:		LIABILITIES:	
CASH	18,214,323	CHECKS PAYABLE	42,827
PREPAID ITEM	254,960	ACCOUNTS PAYABLE	11,112
		EST CLAIMS/JUDGMENTS PAYABLE	7,808,151
		TOTAL LIABILITIES	<u>7,862,090</u>
		FUND EQUITY:	
		RETAINED EARNINGS	7,227,041
		ENCUMBRANCES	132,692
		RESERVE FOR ENCUMBRANCES	(132,692)
		EXPENSES	(5,895,345)
		REVENUES	9,275,497
		TOTAL FUND EQUITY	<u>10,607,193</u>
TOTAL ASSETS	<u>18,469,283</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>18,469,283</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	7,668	115,135
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	227,864	348,566
MISCELLANEOUS REVENUE	1,712	6,072
TRANSFER FROM SCHOOL OPERATING FUND		2,000,000
TOTAL REVENUES	<u>237,244</u>	<u>9,275,497</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	29,588	300,728	
FRINGE BENEFITS	10,619	102,643	
OTHER PURCHASED SERVICES	101,065	306,642	112,641
FIRE AND PROPERTY INSURANCE		2,218,827	
MOTOR VEHICLE INSURANCE		870,579	
WORKER'S COMPENSATION	148,365	1,763,803	
SURETY BONDS		11,140	
GENERAL LIABILITY INSURANCE	1,810	272,841	
MISCELLANEOUS	523	14,441	
MATERIALS AND SUPPLIES	7,602	33,701	20,051
TOTAL	<u>299,572</u>	<u>5,895,345</u>	<u>132,692</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 9

ASSETS:		LIABILITIES:	
CASH	3,786,272	DEPOSITS PAYABLE	<u>75,000</u>
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	2,754,868
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	<u>672,404</u>
		TOTAL FUND EQUITY	<u>3,711,272</u>
TOTAL ASSETS	<u>3,786,272</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,786,272</u>

	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	1,618	22,334	6,334	139.6%	372.0%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		4,681	154,374	154,374		
TOWER RENT-FIRST COLONIAL HIGH			32,920	32,920		
TOWER RENT-LANDSTOWN HIGH		74,373	109,638	109,638		
TOWER RENT-OCEAN LAKES HIGH			102,320	102,320		
TOWER RENT-SALEM HIGH			56,258	56,258		
TOWER RENT-TALLWOOD HIGH			48,374	48,374		
TOWER RENT-TECH CENTER		10,579	101,603	101,603		
TOWER RENT-WOODSTOCK ES		1,799	17,083	17,083		
TOTAL REVENUES	<u>516,000</u>	<u>93,050</u>	<u>672,404</u>	<u>156,404</u>	130.3%	131.6%
PRIOR YEAR FUND BALANCE (PYFB)	<u>284,000</u>					
TOTAL REVENUES AND PYFB	<u>800,000</u>					

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B10

Revenues :

	FY 2021 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	18,385,144	1,629,285	9,411,390	(8,973,754)	51.19%
Federal Government	67,402,178	3,490,552	20,736,232	(46,665,946)	30.76%
Other Sources	782,467	9,142	387,151	(395,316)	49.48%
Transfers from School Operating Fund	6,346,786	(69,308)	6,360,072	13,286	100.21%
Total Revenues	92,916,575	5,059,671	36,894,845	(56,021,730)	39.71%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 11

	<u>FY 2021</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
2 REVOLUTIONS	195,000	10,930	100,420		94,580	51.5%
ADULT BASIC EDUCATION	327,144	24,614	298,436		28,708	91.2%
ADVANCING COMPUTER SCIENCE EDUCATION	296,950	20,000	94,998		201,952	32.0%
ALGEBRA READINESS	1,828,970	50,514	456,345	48,344	1,324,281	27.6%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	72,946		72,946			100.0%
CAREER SWITCHER PROG MENTOR REIMB	7,000				7,000	
CARES ACT CORONA VIRUS RELIEF FUND (CRF)	11,677,033	674,222	11,282,363	181,984	212,686	98.2%
CARES ACT ESSER	10,141,569	167,521	1,043,814	1,313,393	7,784,362	23.2%
CARES ESSER CLEANING SUPPLIES	50,000	4,005	48,319		1,681	96.6%
CARES ESSER FACILITIES AND PPE	37,500		36,533		967	97.4%
CARES ESSER INS DELIVERY SUPPORT	27,000	8,173	20,809		6,191	77.1%
CARES ESSER SE UNIVERSAL SCNR	50,312				50,312	
CARES ESSER SPED SRVCS SUPPORT	233,142	15,962	32,955		200,187	14.1%
CARES GEER VISION	2,610,828	15,364	372,467	105,010	2,133,351	18.3%
CARL PERKINS	1,051,189	29,754	681,656	185,169	184,364	82.5%
CHAMPIONS TOGETHER-IDEA	4,000		3,952		48	98.8%
CORRECTIONS ED AND OTHER INSTITUTIONAL ED	1,110			1,110		100.0%
CRRSA ACT ESSER II	1,000,000				1,000,000	
CTE SPECIAL STATE EQUIP ALLOC	57,113		57,113			100.0%
DODEA MCASP OPERATION GRIT	320,115	89,955	316,809		3,306	99.0%
EARLY READING INTERVENTION	3,471,422	213,479	1,745,039		1,726,383	50.3%
GENERAL ADULT ED	30,993	5,329	29,803		1,190	96.2%
GO OPEN VA	8,708		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	19,297	86,759		42,841	66.9%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	108,000	4,422	40,705		67,295	37.7%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	129,600	5,895	82,162		47,438	63.4%
INDUSTRY CERT EXAMINATIONS	88,032	36,873	88,032			100.0%
INDUSTRY CERT EXAMINATIONS STEM-H	24,033		24,033			100.0%
ISAEP	70,240	21,211	52,715	1,104	16,421	76.6%
JAIL EDUCATION PROGRAM	315,555	12,415	127,813		187,742	40.5%
JUVENILE DETENTION HOME	1,502,627	100,775	1,053,950		448,677	70.1%
MCKINNEY VENTO	91,059	3,867	28,031		63,028	30.8%
MYCAA-LPN	1,000				1,000	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MAY 31, 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>
NATIONAL BOARD CERTIFICATION INCENTIVE	400,000		400,000			100.0%
NATIONAL MATH AND SCIENCE INITIATIVE (NMSI)	96,134				96,134	
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500		1,120		1,380	44.8%
NEW TEACHER MENTOR	34,768				34,768	
NO KID HUNGRY	62,200				62,200	
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	46,202		19,195		27,007	41.5%
POST 9-11 GI BILL	1,626				1,626	
PRESCHOOL- IDEA SECTION 619	781,050	41,239	417,933		363,117	53.5%
PROJECT GRADUATION	112,500	8,737	24,436		88,064	21.7%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	1,062	65,191			100.0%
RESERVE FOR CONTINGENCY	2,463,978				2,463,978	
SCHOOL SECURITY EQUIPMENT	102,746		100,241	2,505		100.0%
START ON SUCCESS	5,220	870	870		4,350	16.7%
STARTALK	84,375	897	824	986	82,565	2.1%
STEM COMPETITION	18,761	914	914		17,847	4.9%
STEM RECRUITMENT AND RETENTION INCENTIVE	7,000				7,000	
TECHNOLOGY INITIATIVE	7,585,976	9,540	1,781,490	14,545	5,789,941	23.7%
TITLE I PART A	15,002,712	1,116,275	9,663,828	722,285	4,616,599	69.2%
TITLE I PART D SUBPART 1	56,909	1,252	13,014		43,895	22.9%
TITLE I PART D SUBPART 2	596,385	31,976	185,650	13,251	397,484	33.4%
TITLE II PART A	1,921,445	145,396	1,270,885		650,560	66.1%
TITLE III PART A LANGUAGE ACQUISITION	277,286	10,787	122,472	30,403	124,411	55.1%
TITLE IV PART A	1,950,740	80,216	677,163	1,114	1,272,463	34.8%
TITLE IV PART B 21ST CCLC-LYNNHAVEN ES	2,604				2,604	
TITLE IV PELL	46,634	32,632	46,634			100.0%
TITLE VI-B IDEA SECTION 611	19,100,100	1,434,120	12,849,413		6,250,687	67.3%
VA HUMANITIES BENEATH THE SURFACE	10,700	249	249		10,451	2.3%
VA PRESCHOOL INITIATIVE	6,004,603	541,886	4,802,324		1,202,279	80.0%
VBEF SCHOOL PLUS COMMUNITY SUPER GRANT	4,988	18	4,946		42	99.2%
VERIZON INNOVATIVE LEARNING LAB	15,000		15,000			100.0%
VIRGINIA MIDDLE SCHOOL TEACHER CORPS	5,000	1,250	5,000			100.0%
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>4,993,893</u>	<u>50,802,765</u>	<u>2,651,203</u>	<u>39,462,607</u>	<u>57.5%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL HEALTH INSURANCE FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 13

ASSETS:

CASH 50,471,356

TOTAL ASSETS 50,471,356

LIABILITIES:

CHECKS PAYABLE	31,383
ACCOUNTS PAYABLE-HSA	33,340
UNEARNED REVENUE	6,890,261
EST CLAIMS-JUDGMENTS PAYABLE	<u>5,108,000</u>
TOTAL LIABILITIES	<u>12,062,984</u>

FUND EQUITY:

RETAINED EARNINGS	35,703,141
ENCUMBRANCES	
RESERVE FOR ENCUMBRANCES	
EXPENSES	(78,339,547)
REVENUES	<u>81,044,778</u>
TOTAL FUND EQUITY	<u>38,408,372</u>

TOTAL LIABILITIES AND FUND EQUITY 50,471,356

REVENUES:

	<u>MONTH'S REALIZED</u>	<u>YEAR-TO-DATE REALIZED</u>
INTEREST ON BANK DEPOSITS	20,686	253,701
EMPLOYEE PREMIUMS-SCHOOLS	1,497,116	16,506,987
EMPLOYER PREMIUMS-SCHOOLS	5,904,633	64,280,847
COBRA ADMINISTRATIVE FEE-SCHOOLS	<u>167</u>	<u>3,243</u>
TOTAL REVENUES	<u>7,422,602</u>	<u>81,044,778</u>

EXPENSES:

	<u>MONTH'S EXPENSES</u>	<u>YEAR-TO-DATE EXPENSES</u>	<u>OUTSTANDING ENCUMBRANCES</u>
SALARIES AND BENEFITS	150,182	2,231,788	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	<u>3,391,425</u>	<u>76,107,759</u>	
TOTAL EXPENSES	<u>3,541,607</u>	<u>78,339,547</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 14

ASSETS:		LIABILITIES:	
CASH	93,449	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	55,772
		ESTIMATED REVENUE	(149,000)
		APPROPRIATIONS	155,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(36,000)
		REVENUES	67,677
		TOTAL FUND EQUITY	93,449
TOTAL ASSETS	93,449	TOTAL LIABILITIES AND FUND EQUITY	93,449

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		469	7,724	7,724		
VENDING OPERATIONS RECEIPTS	149,000		59,953	(89,047)	40.2%	87.7%
TOTAL REVENUES	149,000	469	67,677	(81,323)	45.4%	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				10,520		
PURCHASED SERVICES	200				200		
TOTAL	155,000		36,000		119,000	23.2%	99.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2020 THROUGH MAY 31, 2021

B 15

ASSETS:		LIABILITIES:	
CASH	1,253,993	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	423,687
		ESTIMATED REVENUE	
		APPROPRIATIONS	698,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	132,306
		TOTAL FUND EQUITY	1,253,993
TOTAL ASSETS	1,253,993	TOTAL LIABILITIES AND FUND EQUITY	1,253,993

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		8,161	132,306	132,306
TOTAL REVENUES		8,161	132,306	132,306
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 MAY 31, 2021

B 16

ASSETS:		LIABILITIES:	
CASH	974,440	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	93,582
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,051,000
		ENCUMBRANCES	192,817
		RESERVE FOR ENCUMBRANCES	(192,817)
		EXPENDITURES	(177,183)
		REVENUES	7,041
		TOTAL FUND EQUITY	974,440
TOTAL ASSETS	974,440	TOTAL LIABILITIES AND FUND EQUITY	974,440

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		422	7,041	7,041
TOTAL REVENUES		422	7,041	7,041
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			40,109	47,551	(87,660)
MATERIALS AND SUPPLIES	1,051,000	2,450	137,074	145,266	768,660
TOTAL	1,051,000	2,450	177,183	192,817	681,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2020 THROUGH MAY 31, 2021

B 17

	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	40,285	308,736	7,131,256	246,016	2,097,728	77.86%
601002-TENNIS COURT RENOVATIONS II	1,400,000	3,572	25,320	1,017,525	32,972	349,503	75.04%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	1,741	461,523	27,251,932	201,879	586,265	97.91%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000		1,591,617	32,282,989	100,923	86,088	99.73%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	665,600	15,845,550	71,143,034	5,377,362	718,363	99.07%
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	10,666	165,723	34,950,145	75,494		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	3,798	4,079,564	18,509,492	4,406,263	2,084,245	99.90%
601017-RENOV & REPLACE-GROUND PH III	9,229,510	1,663,984	3,233,805	4,616,337	1,812,611	2,800,562	69.66%
601018-RENOV & REPLACE-HVAC PH III	20,371,541	366,647	6,567,238	17,419,990	2,541,587	409,964	97.99%
601019-RENOV & REPLACE-REROOFING PH III	11,650,000	335,556	3,842,204	5,579,612	2,378,810	3,691,578	68.31%
601020-RENOV & REPLACE - VARIOUS PH III	13,491,223	12,542	1,258,123	3,816,415	1,645,222	8,029,586	40.48%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,500,000	160,418	6,555,471	12,736,214	629,306	134,480	99.00%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,084,737		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		324,037	324,037	439,515	20,736,448	3.55%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	200,000	37,387	99,957	99,957	100,043		100.00%
601999-PAYROLL ALLOCATION		109,105	217,150	217,150		(217,150)	
TOTAL CAPITAL PROJECTS	522,218,499	3,411,301	44,762,150	416,543,757	20,184,531	85,490,211	83.63%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2020 THROUGH MAY 31, 2021

B18

ASSETS:		LIABILITIES:	
CASH	1,344,790	SALARIES PAYABLE-OPTIONS	229,597
		FICA PAYABLE-OPTIONS	17,564
		TOTAL LIABILITIES	<u>247,161</u>
		FUND EQUITY:	
		FUND BALANCE	700
		ESTIMATED REVENUE	(4,076,486)
		APPROPRIATIONS	4,076,486
		ENCUMBRANCES	17,783
		RESERVE FOR ENCUMBRANCES	(17,783)
		EXPENDITURES	(2,979,557)
		REVENUES	4,076,486
		TOTAL FUND EQUITY	<u>1,097,629</u>
TOTAL ASSETS	<u>1,344,790</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,344,790</u>

	FY 2021	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	FY 2020
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
TRANSFER FROM GENERAL FUND	<u>4,076,486</u>	<u></u>	<u>4,076,486</u>	<u></u>	100.0%	100.0%
TOTAL REVENUES	<u>4,076,486</u>	<u></u>	<u>4,076,486</u>	<u></u>	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	217,292	2,055,472		359,481	85.1%	85.0%
FRINGE BENEFITS	870,157	80,796	747,499		122,658	85.9%	89.9%
PURCHASED SERVICES	412,672	853	84,214		328,458	20.4%	63.8%
OTHER CHARGES	77,339		17,286		60,053	22.4%	66.9%
MATERIALS AND SUPPLIES	301,365	1,789	75,086	17,783	208,496	30.8%	43.3%
TOTAL	<u>4,076,486</u>	<u>300,730</u>	<u>2,979,557</u>	<u>17,783</u>	<u>1,079,146</u>	73.5%	81.2%



Subject: Community Advisory Committee for Gifted Education Report SY20-21 Item Number: 13C

Section: Information **Date:** June 22, 2021

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

Prepared by: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs
Jill Campbell, Chairperson, Community Advisory Committee for Gifted Education

Presenter(s): Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs
Jill Campbell, Chairperson, Community Advisory Committee for Gifted Education

Recommendation:

That the School Board receive the 2020-2021 report of the Community Advisory Committee for Gifted Education.

Background Summary:

The School Board may appoint a local advisory committee on gifted education pursuant to Virginia Code § 22.1-16, School Board Policy 7-24, *Citizens Advisory Committee – Gifted Education* and School Board Regulation 7-24.1, *Gifted Advisory Committee*. This committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions and (ii) to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board. The duties and responsibilities of the Committee shall be undertaken consistent with state law, Virginia Board of Education regulations and School Board policies and regulations. Such duties and responsibilities include reviewing annually the local plan for the education of gifted students, including revisions.

Source:

Regulations Governing Educational Services for Gifted Students (8VAC20-40-60) (B)

Budget Impact:

N/A

**Community Advisory Committee for Gifted Education
Virginia Beach City Public Schools
Annual Report for 2020-2021
School Board Meeting
June 22, 2021**

The current Five-Year Local Plan for Gifted Education (2020-2025) is divided into six categories: (1) Identification, (2) Delivery of Services, (3) Curriculum and Instruction, (4) Professional Development, (5) Equitable Representation of Students and (6) Parent and Community Involvement. From our review, we are pleased to report the following highlights for the **2020-2021** academic year:

In the area of Identification, the Office of Gifted Programs

- Implemented the gifted online application for the fifth consecutive year. Parents/guardians accessed the application on the Virginia Beach City Public Schools (VBCPS) website: <https://giftedapplication.vbcps.com>.
- Added two informational videos in English and Spanish to the school division website in the fall. The videos assisted parents/guardians with navigating the gifted online application site. Gifted resource teachers continued to collaborate with school administrators and media specialists in schools to assist parents/guardians who may not have access to a computer or other device at home. Additionally, information sessions were offered and held virtually in elementary schools for parents/guardians regarding gifted testing.
- Screened **4721** first graders for gifted services with **1410** presented to the Identification and Placement Committee in May 2021. This is a decrease of **263** students from 2019-2020. Of those, **720** students were identified.
- Tested and reviewed **37** first grade students not currently enrolled in VBCPS for identification. Of those, **25** were identified.
- Assessed and reviewed **14** students in grades 9-12 in Dec 2020 who were interested in applying to Summer Residential Governor's School (SRGS). Of the applicants, **12** were identified for gifted services.
- Reviewed **258** Virginia Beach grade 5 applications for gifted services. **148** students were identified. Due to school closures in fall 2020, city-wide fifth grade screening was suspended.
- Reviewed **782** applications for gifted services (cluster) for grades 2-4 and 6-8.
- Reviewed **510** applicants for Old Donation School (ODS) in grades 2-4 and 6-7 for identification. Of those, **228** students were identified for gifted services and those applications were considered for selection to ODS.
- Tested and reviewed **29** students not currently enrolled in VBCPS in grades 2-4 and 6-7 for identification who applied to ODS with **22** identified as gifted.
- Tested and reviewed **17** grade 5 students not currently enrolled in VBCPS for identification. Of those, **14** were identified and those applications were considered for selection to ODS.
- Reviewed **157** applications for gifted services (cluster) for grades 6-11 in June 2021. Of those, **89** students were identified.
- Represented VBCPS on Virginia Department of Education's (VDOE) Technical Review of Local Gifted Education Plan committee.
- Met in March with all elementary school gifted resource teachers in preparation of implementing a "Problem-Based Mathematics Task" with all grade one applicants for gifted services. Student responses were included on the gifted online application.
- Added directions in three additional languages on the cover page of the online gifted application.
- Presented a workshop, "Gifted Education Identification and Placement Overview" on Oct. 19, 2020 for the Community Advisory Committee (CAC) for Gifted Education.

*denotes alignment with the area of Equitable Representation of Students

- Participated in a virtual meeting with Dr. Tania Lyons from Mankota Public Schools, Mankota, MN to discuss gifted identification and placement and local norms in the Mankota school district.
- Participated in a virtual meeting with Dr. Scott Peters, a virtual professional development session sponsored by the Virginia Consortium of Gifted Educators and Administrators (VCGEA) on April 1, 2021. Dr. Peters, an Associate Professor of Educational Foundations at the University of Wisconsin - Whitewater, shared his expertise regarding measurement and assessment, local norms and gifted education.
- Attended “Psychological Services Training on Culturally Responsive Assessments for Identification of Individuals with Disabilities Education Act and Gifted” professional development session on March 15, 2021.
- Conducted Identification and Placement/ODS Selection committees virtually after COVID-19 school closures.
- Attended sessions related to gifted assessment at the virtual National Association of the Gifted (NAGC) 67th Annual Convention on Nov. 12-17, 2020.
- Collaborated with military-connected school counselors and the Joint Expeditionary Base Little Creek, Fort Story (JEBLC) school liaison officer to explain and discuss identification/placement processes. This collaboration will continue to be important as the program works to meet the needs of military families transitioning into VBCPS. In alignment with the Virginia Interstate Compact, a FAQ sheet designed to assist military families in navigating gifted program offerings and procedures is posted on the VBCPS gifted website.
- Elementary and middle school GRTs administered online gifted testing for grades 1-8 between Feb and April.

In the area of Delivery of Services, the Office of Gifted Programs

- Provided a continuum of gifted services that includes grades 2-8 full-time school for the gifted, kindergarten and grade one gifted services, resource-cluster programs at all academic levels, gifted dance education, gifted visual arts programs and enrichment programs.
- Organized Students and Parents Learning Intellectual Growth Strategies (SAPLINGS) field trips for each of the **22** Emerging Scholars Initiative (ESI) schools to virtually visit the Chrysler Museum of Art.*
- Continued to partner with Virginia Beach History Museums (VBHM) for a kindergarten SAPLINGS enrichment opportunity sponsored by Francis Land House. This additional opportunity for ESI kindergarten students allowed the Francis Land House docents to offer virtual field trips to the **22** ESI schools. The teachers took anecdotal notes on the students as they worked in their small groups. Parents were invited to attend the sessions.
- Hosted a virtual information night for students interested in applying for selection to attend the Governor’s School for the Arts (GSA) for grades 9-12. Students and parents joined GSA representatives to learn about the programs and the application/audition process.
- Provided support for **138** GSA students.
- Provided support for students with Individualized Education Programs (IEP) and Section 504 plans by attending IEP/ 504 meetings and through collaborative efforts with stakeholders.
- Visited various Gifted Resource Teachers (GRTs) in person and virtually to see the program in action, including collaboration with cluster teachers and co-teaching in cluster classes.
- Organized and facilitated virtual auditions for the *2021 Summer Residential Governor’s School* Program for Visual and Performing Arts using the Schoology platform.
- Organized and facilitated applications for the SRGS Program for Visual/ Performing Arts and Academic Programs. Twenty-seven VBCPS students were invited to participate. (Due to the Pandemic since SRGS did not meet last year, some students who were accepted during the 2020 school year were allowed to auto-accept

*denotes alignment with the area of Equitable Representation of Students

for the 2021 school year, which limited the number of open spaces that were available for the 2021 SRGS student applications.

- Continued to offer a blended, online version of the SPARKS and Think Tank high school half-credit elective courses at each high school.
- Met with new principals to VBCPS and/or new to the position to review the essential elements of the gifted program at all levels.
- Provided on-site support to GRTs working on underachievement issues with students.
- Recognized Heidi Yeager, Kempsville Middle School Gifted Resource Teacher, as the 2020-2021 Outstanding Teacher of the Gifted for Virginia Beach City Public Schools, a Virginia Association for the Gifted award (VA Gifted).
- Recognized Sun-Siret Betancourt, New Castle Elementary School Gifted Resource Teacher, as the 2020-2021 Outstanding Teacher of the Gifted for Virginia Beach City Public Schools, a VA Gifted award.
- Facilitated and coordinated the process for selection of the 2020-2021 Outstanding Teachers of the Gifted who will represent Virginia Beach in the VA Gifted Region II competition. The packets of 5 nominees were reviewed by a committee of 18 members including GRTs, central office administrators, principals and school counselors.
- Recognized 2020 NAGC Coordinator of the Year award recipient Dr. Dornswalo Wilkins-McCorey.
- Recognized 2021 Virginia Beach Teachers of the Year from Gifted Programs: Teresa Davis, Kingston ES
- Recognized 2021 Virginia Beach Gifted Resource Teachers who became National Certified Board Teachers: Lauren Aversa and Jessica Bradford.

In the area of Curriculum Development, the Office of Gifted Programs

- Facilitated part-two of the GRTs professional learning workshop, “Developing Empathy Habits in Gifted Learners” in order to align gifted learner characteristics and gifted program benchmarks with nine essential empathy habits based on the work of renowned educational psychologist, Dr. Michele Borba. GRTs learned how to infuse these habits into high-quality Social Emotional Learning (SEL) lessons for gifted learners.
- Continued to explore and build upon previous work for developing culturally responsive curriculum with a focus on the Pedagogical Flow Map (PFM) from the work of Dr. Yvette Jackson’s *The Pedagogy of Confidence* to create lessons/units in Emerging Scholar Initiative (ESI) Schools to reach diverse populations in VBCPS.
- Conducted the Data-driven Improvement Planning Process (DDIPP) for refining curriculum, instruction and assessment to gather and respond to data generated through performance tasks.
- Implemented Project M^2 and M^3 mathematics materials in all elementary schools to support differentiation that leads to greater depth and complexity within the elementary mathematics program.
- Utilized the *Project Clarion* science curriculum units in grades K-4 as a tool for differentiating the elementary science program. *
- Implemented instructional resources on differentiating language arts and grammar developed by international expert, Michael Clay Thompson.
- Utilized instructional resources on differentiating language arts and social studies through the use of units developed by the College of William and Mary School of Education Center for Gifted Education.
- Implemented *Changing Tomorrow* resources on leadership for all grade levels.
- Continued implementation of the College of William and Mary resource, *Jacob’s Ladder Reading Comprehension Program*, in all elementary schools. *

*denotes alignment with the area of Equitable Representation of Students

In the area of Professional Development, the Office of Gifted Programs

- Continued to provide professional learning for GRTs, cluster teachers and administrators as an integral component of the resource models in grades K-12. Topics for professional learning for GRTs across levels included a focus on Transformational Learning through the lens of student agency, student-centered coaching, culturally responsive practices, social-emotional learning and developing expertise in gifted pedagogy.
- Sponsored four graduate level courses as part of the VDOE gifted endorsement requirement through the College of William and Mary.
- Was awarded the Javits Grant in August 2019 in partnership with George Mason University to launch Project E-Ignite. Project E-Ignite promotes the use of Problem Based Learning (PBL) and characteristics of gifted students to assist in the identification of under-represented populations at the secondary level. In 2020-21, work began on implementation into three middle schools. *
- Partnered with Dr. Anne Horak and her team from George Mason University to present on PBL and data to all GRTs at the May 2021 meeting.
- Provided (for a fourth year) opportunities for elementary, middle and high school GRTs, accomplished cluster teachers and specialists to design and teach “master classes” during the March GRT meetings. Each master class session is representative of each of the *Compass to 2025* goals and includes best practices in gifted education at high levels of sophistication.
- Provided GRTs in years 1-2 with specialized training in concept-based curriculum, Kaplan’s Depth and Complexity Model and Content Imperatives, independent study, Paul’s Reasoning Model, PBL, Socratic Seminar, Creative Problem Solving, Project M^2 and M^3 and gifted curriculum units from the College of William & Mary. Provided assistance with navigating program resources, development of a plan for gifted program growth in their respective buildings and work with experienced GRTs serving as mentors provided support as new GRTs became acclimated to the position.
- Implemented MeetAppGo (digital app) to provide the parents of the SAPLINGS students the opportunity to interact and communicate during the virtual field trips
- Attended the 2020 National Association for Gifted Children (NAGC) Conference annual conference (virtual this year due to COVID-19) from Nov. 13-17, 2020. A site-based license was purchased by VBCPS for any staff member to attend.
- Attended and participated in regional and state committee work including the Southeastern Virginia Consortium group (SEVA), Virginia Advisory Committee for the Education of the Gifted (VACEG) and the VA Gifted, with much of the work focusing on equitable representation of students. *
- Continued to serve on the VA Gifted state committee. One of the current gifted coordinators currently served as the President-Elect and continued to organize the bi-annual VA Gifted Seminar for 2021.
- Co-presented virtually at the 5th Annual Educational Leadership Conference at Old Dominion University.
- One of the current gifted coordinators organized the VA Gifted Conference to provide professional development opportunities for gifted staff throughout the state at the virtual VA Gifted Seminars in Aug. and Oct. 2020.

In the area of Equitable Representation of Students, the Office of Gifted Programs

- Continue to provide information on this area through all other areas covered in the *2020-2025 Local Plan for the Education of the Gifted* in keeping with the philosophy this is not an isolated topic and should be infused

*denotes alignment with the area of Equitable Representation of Students

throughout all areas of the gifted program. **Please note asterisk (*) where alignment is most evident in events not under this section.**

- Presented part two of several GRT workshops on Coaching for Culturally Responsive Practices aligned to the Department of Teaching and Learning (DTAL) VBCPS Strategic Plan during fall 2020 Elementary/ Secondary GRTs Meetings.
- Evaluated and analyzed data from Title I schools/ESI schools in an effort to identify trends and gaps.

In the area of Parent and Community Involvement, the Office of Gifted Programs

- Attended regional SEVA meetings of Gifted CAC Committee and/or division representatives in order to enhance collaboration, communication and advocacy efforts across the region.
- Held virtual CAC meetings in lieu of COVID-19 closures. The final CAC meeting of the year was held on June 7, 2021.
- Captured feedback from student members on the gifted CAC. High school senior Vanessa Horner shared thoughts about gifted education and being gifted in VBCPS with the CAC committee at the May meeting. She recorded her thoughts to share with the school board here: <https://drive.google.com/file/d/1alx2kkIO0Zq-XR5OCoxF9IpMKN0X64fX/view?usp=sharing>
- Conducted virtual parent workshops in all elementary, middle and high schools based on the needs of parents in each school. A first and fifth grade virtual workshop for parents on the identification and placement process was also scheduled in each school.
- Partnered with the Virginia Beach Rotary Club to facilitate the Class of 2021 *E.E. Brickell Scholarship* Program, including hosting virtual scholar seminars and coordinating a virtual recognition ceremony for honorees and their parents. Lalitha Aiyar, Princess Anne High School, received the \$6000 Brickell Scholarship. Six other finalists were awarded \$500 scholarships by the Virginia Beach Rotary Club. The Class of 2022 Brickell Scholarship Selection process will resume this fall.
- Promoted the use of electronic communication (e.g., websites, Twitter, etc.) by GRTs for parents, community members and all stakeholders. Regularly updated sites reflect the gifted program in action.
- Invited CAC members to virtually visit professional development offerings for elementary and secondary GRTs. Member(s) attended meetings as their schedules allowed. CAC members were also invited to attend both elementary and secondary GRT virtual master class sessions offered in March.
- Created Gifted 2.0 video for parents in both English and Spanish for the purpose of identification.
- Published a new “Spotlight on the Gifted Experience” feature and on the newly revised Gifted Education webpage: https://www.vbschools.com/academic_programs/gifted
- Maintained a Twitter feed, @VBGifted. Retweeting feeds from other GRTs and gifted staff as well as sending original tweets shows the many facets of the gifted program in action. Using this technology has greatly increased communication about classroom happenings and the work of GRTs in schools.

The Community Advisory Committee for Gifted Education respectfully submits the following recommendations to the School Board of the City of Virginia Beach:

Identification

- With confidence that improvements and suggested recommendations are ongoing in the category of identification, we offer the following recommendations in the remaining categories of the 2020-2025 Local Plan for the Gifted.

Delivery of Services

- Support building administrators as they implement ways to provide and protect planning time for the collaborative work of the GRTs and the gifted cluster teachers.
- Explore access and opportunity for clubs and programs that are not available for students at their home school (e.g., master classes for students, Tidewater Science Fair, Math Counts, etc.).
- Increase access for city-wide enrichment opportunities for students (e.g., college application process assistance, pathways post-graduation, summer programs, internships, etc.) which can leverage expertise across the school system to provide common support for all students.
- Strengthen collaboration and support for gifted learners and their families through the facilitation of a greater partnership between the Office of Gifted Programs and Office of Student Support Services (School Counseling).

Curriculum and Instruction

- Increase PBL/cross-curricular opportunities across all content areas.

Professional Development

- Provide more opportunities for training cluster teachers and school staff (e.g., training on characteristics of gifted learners for all 6th grade teachers, given 5th grade screening was unable to take place during the 2020-21 school year; badging courses; etc.)
- Continue to utilize Zoom/Google Meet to sustain a hybrid model of communication and engagement with staff and families - hosting professional development, workshops and master classes. (This also fits in Parent and Community Involvement and Delivery of Services.)
- Encourage gifted resource teachers to reflect on the successes and opportunities from the 2020-21 school year with their administrators to see what could continue moving forward (e.g., office hours, building relationships, opportunities for enrichment, etc.)

Parent and Community Involvement

- Capitalize on the momentum of virtual connections with families and offer a “Welcome Back to School” reboot at each school level as school starts, perhaps in collaboration with Student Support Services and the Office Community Involvement and Engagement.

- Conduct surveys to identify the interest and needs of families (e.g., support for the transition back to in-person learning, social-emotional learning support, cultural awareness, enrichment opportunities, communication, etc.)
- Continue to post resources and information for gifted parents in a central location (i.e., vbschools website) and encourage gifted resource teachers to direct families to this resource.

Equitable Representation

- Allocate additional Temporary Employment Agreement (TEA) staff to increase equity and opportunity for gifted students in schools with higher percentages of gifted students.
- Allocate additional Temporary Employment Agreement (TEA) staff to support the unique needs of schools with the Spanish and Dual Immersion Programs as these programs continue to expand in the division.

We believe Virginia Beach City Public Schools has one of the strongest gifted programs in the nation. We want to thank the School Board for its continued support and contributions to the quality of educational services Virginia Beach City Public Schools affords the children of our gifted and talented programs.



Subject: Policy Review Committee Recommendations **Item Number:** 13D 1-6

Section: Information **Date:** June 22, 2021

Senior Staff: Donald E Robertson, Ph.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 approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain policies as reviewed by the PRC at its June 10, 2021 meeting and presented to the School Board for the June 22, 2021 Information Agenda.

Background Summary

1. By-law 1-19/Duties of Chair/Vice Chair
2. Bylaw 1-47/Public Comments at School Board Meetings
3. Policy 3-52/Business and Non-Instructional Operations/Sales on School Property
4. Policy 3-56/Business and Non-Instructional Operations/Safety Program
5. Policy 3-64/Business and Non-Instructional Operations/Security of Buildings and Grounds
6. Policy 4-6/Healthy Work Environment

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of June 10, 2021

Budget Impact:

SCHOOL BOARD BYLAWS

Duties of Chair/Vice Chair

A. Chair

The duties of the Chair shall be:

1. To preside at all meetings of the School Board;
2. To oversee all School Board Members' appointments to committees and outside organizations and bring such appointments to the School Board for approval;
3. To serve as an ex-officio member of all committees, and to sign the records of the School Board;
4. To preserve order at all times and to endeavor to conduct all business before the School Board with propriety and dispatch;
5. To meet with ~~the Vice Chair another School Board Member on a rotating basis~~ and the Superintendent or designee to plan the School Board Meeting Agenda. All requests for Agenda items shall be made through the Chair or the Vice Chair~~School Board Member assigned to Agenda planning~~;
6. To sign or approve required documents, use of funds or provisions of services on behalf of the Superintendent or designate another School Board Member to do so;
7. To acknowledge communications to the entire School Board. When acknowledging on behalf of the entire School Board, the Chair will limit responses to acknowledgement of receipt of the communication, reference to other persons or entities who will respond to the communication, reference to where data can be found or when matters will be addressed by the School Board or the Superintendent, and other pertinent factual information. When acknowledging on behalf of the entire School Board, the Chair will not include personal opinions or personal comments; and
8. To perform such other duties as may be prescribed by law or by action of the School Board.

B. Vice Chair

The Vice Chair shall preside or act in the absence, unavailability or inability to act of the Chair.

The Vice Chair shall act as Chair upon the death, resignation, or other vacancy in the office of Chair. Upon the death, resignation, or other vacancy in the office of Chair, the Vice Chair shall call an election for the office of Vice Chair to be held within fifteen (15) calendar days after such vacancy in office occurs.

The Vice Chair works with the Chair and Superintendent to plan the School Board Meeting agendas.

The Vice Chair shall also perform such other duties prescribed by law or by action of the School Board.

Legal Reference

Charter of the City of Virginia Beach, Virginia § 16.07, as amended. S election, responsibilities, and duties of the chairman and vice-chairman.

Code of Virginia § 22.1-76, as amended. Chairman; clerk; Vice Chairman; deputy clerk; terms; compensation and bonds of clerk and deputy clerk; officers ineligible to serve as clerk and deputy clerk; approval of division superintendent's designee.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Reviewed by School Board: August 2, 2016

Amended by School Board: March 12, 2019

Amended by School Board: October 22, 2019

Amended by School Board: 2021

SCHOOL BOARD BYLAWS

Public Comments at School Board Meetings

A. Presentations to the School Board

The School Board shall, in open session at regular School Board meetings, accept public comment on matters germane to the business of the School Board. Public comment shall be conducted under the agenda topics "Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items" and "Hearing of Citizens and Delegations on Formal Agenda Items" at each regular School Board meeting at such time as the School Board determines in its Standing Rules. Speakers shall have the opportunity to speak one time on either Formal ~~A~~agenda or N~~on-A~~agenda items at each meeting. School Board Workshop items are considered Informal Meeting items.

B. Advance Request Procedure

Citizens wishing to speak during the Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items or Hearing of Citizens and Delegations on Formal Agenda Items portion of a regular School Board meeting are encouraged to sign up with the Clerk by noon on the day of the meeting. Citizens shall be called to speak in the order in which they have signed up with the Clerk; however, the School Board reserves the right to alter the order of speakers. The time available for the hearings of citizens and delegations at a School Board meeting on either Non-Agenda or Formal Agenda items is set by the Standing Rules.

C. Time Limitations

Citizens addressing the School Board shall limit their remarks to four (4) minutes unless otherwise modified by order of the Chair. The Chair shall, with assistance from the Clerk, consistently monitor and enforce the limitation.

D. Public Hearing

When the School Board has scheduled a public hearing for the purpose of receiving public comment, the School Board shall accept comment only on the topic(s) for which the public hearing was called. The School Board Chair or the Superintendent or designee may create procedures to address the orderly presentation of speakers. All other Bylaws applicable to individuals or groups appearing before the School Board shall apply to public hearings.

Legal Reference

Code of Virginia § 22.1-79, as amended. Powers and duties.

Related Links

School Board [Bylaw 1-48](#).

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 16, 1994

Amended by School Board: September 19, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 3, 2002

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

[Amended by School Board: 2021](#)

~~BUSINESS AND NONINSTRUCTIONAL OPERATIONS~~

Sales on School Property

~~A. Employees~~

~~Employees are not permitted to solicit or sell goods and/or services on school property.~~

~~B. Sales to Students~~

- ~~1. The sale of items during the school day, other than food in the cafeteria, shall be limited to those items and times approved by the principal. The proceeds from any such sales shall be used for school-related activities.~~
- ~~2. School stores may be operated for the convenience of students. Only those items approved by the Superintendent, or a designee, may be sold. The hours for operation shall be decided by the building principal. The mark-up of items shall not exceed 25 percent.~~
- ~~3. Vending machines dispensing food, beverages or personal necessities for student consumption and use are permitted in the schools subject to state and federal school food services regulations.~~
- ~~4. Arcade type game machines and juke boxes for soliciting money are not permitted in any location of the school division.~~
- ~~5. The principal may permit school-sponsored organizations to sell food items and materials related to the school after school hours.~~
- ~~6. School-related organizations may sell food and other items to spectators at athletic events under regulations of the principal. The proceeds from such sales shall be for the benefit of school-related or student activities.~~

Adopted by School Board: February 16, 1993

Amended by School Board: October 19, 1993

Repealed by School Board: 2021

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Safety Program

It is the policy of the School Board to take every reasonable precaution for the safety of students, employees, visitors, patrons and all other persons having business with schools in the School Division. The School Board believes that safety is important to everyone concerned with the schools, not only as a protective measure during school hours, but also as an instructional means of developing an appropriate mode of behavior to minimize undesirable and unplanned occurrences.

Editor's Note

For implementation see the Division's "Safe School Plan." For implementation reference the Office of Safe Schools website for information concerning VBCPS policies and procedures

Legal Reference

Virginia Board of Education Regulations, Establishing Standards for Accrediting Public Schools in Virginia ~~(January 1993)~~, as amended.

Adopted by School Board: August 15, 1989

Amended by School Board: February 16, 1993

Amended by School Board: 2021

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Security of Buildings and Grounds

A. Generally

In order to help ensure the security of school property from vandalism, the ~~S~~school ~~B~~board requires that:

1. Dusk-to-dawn and outside lights be installed where most needed.
2. Metal doors and screened doors and windows be installed where advisable.
3. Panic hardware be installed where required by the State Fire Marshall.
4. Persons apprehended for acts of vandalism ~~be~~ may be subject to prosecution~~prosecuted.~~

B. Employees' Responsibilities

~~S~~chool Board employees shall check to make sure that their work area is closed and locked before leaving for the day. School vehicles are to have the keys removed from them and have the doors locked after parking the vehicle. All money and other valuables are to be kept in a secure place, preferably a bank or safe. ~~All contracts, titles, minutes, and official papers of the Bboard shall be stored in a fire proof vault at the school board office.~~

~~C.~~ Building Checks

Building checks are to be made at such times as is necessary or required by the ~~S~~superintendent or designee. A building check shall consist of:

1. Checking all entrances to the building to determine that they are secure.
2. Checking all boilers to see that they are functioning properly.
3. Checking for running water.
4. Checking internal areas - audiovisual storage, office areas, and kitchen.

The building check is to be accomplished by the head day or head night custodian.

Editor's Note

*For communications devices on school property see School Board Policy 3-65.
See also division's "Safe School Plan." For additional information please see the Office of Safe
Schools website*

Related Links

School Board **Policy 3-65**

Adopted by School Board: February 16, 1993

Amended by School Board: 2021

PERSONNEL

Healthy Work Environment

The School Board supports the rights of employees to have work environments that are free of abusive conduct and authorizes the Superintendent to develop regulations and/or procedures to address complaints regarding abusive work environments. Such regulations and/or procedures will:

1. Identify acts that a reasonable person would find abusive.
2. Provide for the appropriate corrective action for acts that are found to contribute to an abusive work environment.
3. Prohibit retaliation against any employee who alleges an abusive work environment or assists in the investigation of an abusive work environment.

Complaints of discrimination or harassment addressed under other School Board policies or regulations will be investigated and addressed under those policies and regulations and will not be considered separate complaints. If the acts that are alleged to cause an abusive work environment are alleged to be caused by a School Board Member or the Superintendent, such complaints and supporting evidence will be referred to the School Board to investigate and resolve. The Superintendent or designee or the School Board are authorized to take reasonable, remedial measures to provide a work environment that is free of abusive conduct pending the final resolution of the complaint.

Editor's Note

~~See School Board Policy 4-4 for Equal Employment Opportunity, Non-discrimination and anti-harassment and Compliance.~~

Legal Reference

Code of Virginia § 22.1-291.4 as amended. Bullying and abusive work environments prohibited.

Related Links

School Board [Policy 4-4](#)

Adopted by School Board: October 23, 2018

Amended by School Board: 2021



Subject: Closed Session **Item Number:** 18

Section: Closed Session **Date:** June 22, 2021

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board recess into Closed Session to deliberate on the following matters: into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 2, 3 and 8 of the Code of Virginia, 1950, as amended, for

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; namely
 - A. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1, 2021;
 - B. Personnel matters related to the Superintendent's contract.
2. 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 namely to discuss purchase of property from the U.S Navy.
3. Discussion status of pending litigation matters.

The School Board will begin closed session at 3:00 p.m. on June 22nd for an Employee Grievance and Petition for Revocation of License. If time remains before the Workshop begins at 4:00 p.m., the School Board will proceed with the additional items on this Coversheet. The School Board will conclude Closed Session by 4:00 p.m. and may resume Closed Session prior to the Formal Agenda at 6:00 p.m. If the School Board does not complete all Closed Session matters prior to 6:00 p.m., the School Board will continue the Closed Session after the Formal Meeting. The School Board reserves the right to add, amend or delete items from the Closed Session.

Source:

Code of Virginia 2.2-3705.1.



Subject: Cooperative Agreement for Legal Services **Item Number:** 19A

Section: Vote on Remaining Action Items **Date:** June 22, 2021

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve the Cooperative Agreement for Legal Services for FY22 on June 22nd during the Further Action Item portion of the School Board Meeting Agenda.

Background Summary:

The School Board and the City Council have had a Cooperative Agreement for Legal Services in place since 1996. The Cooperative Agreement allows the City Attorney's Office to provide legal services to the School Board by assigning City Attorneys with specialization in municipal law and public education law to serve as in-house legal counsel for the School Board and the School Division. One Deputy City Attorney and two Associate City Attorneys are assigned full time to serve the School Board and the School Division along with a paralegal and office assistant. The City Attorney's Office also provides legal services from the 22+ City Attorneys as needed to address the School Board's needs. The Deputy City Attorney for Public Education also coordinates the work of outside legal counsel hired to represent the School Board and School Division by the School Board's insurance carriers.

To ensure timely processing of payroll for the FY22 fiscal year, it is requested that the School Board approve the Cooperative Agreement for Legal Services FY22 on June 22nd during Further Actions so that the Cooperative Agreement can be forwarded to the City Council for review and approval.

Source:

Bylaw 1-5 and Code of Virginia 22.1- 82

Budget Impact:

\$673,877.27

**COOPERATIVE AGREEMENT BETWEEN THE CITY COUNCIL
AND THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH
PERTAINING TO LEGAL SERVICES TO BE PROVIDED TO THE
SCHOOL BOARD AND SCHOOL ADMINISTRATION BY THE
OFFICE OF THE CITY ATTORNEY IN FISCAL YEAR 2022**

Factual Background:

1. **City Charter Authority.** Chapter 9 of the Charter of the City of Virginia Beach, Virginia (“City Charter”) provides that the City Attorney shall be the chief legal advisor of the City Council, the City Manager, and all departments, boards, commissions and agencies of the City in all matters affecting the interests of the City, and that he shall have such powers and duties as may be assigned by the City Council.

2. **Appointment of City Attorney.** The City Charter also provides that the City Attorney is appointed by the City Council and serves at its pleasure.

3. **School Board Authority.** The School Board is established by the Virginia Constitution, the City Charter, and provisions of general law, and is a body corporate vested with all of the powers and duties of local school boards conferred by law, including the right to contract and be contracted with, to sue and be sued, and to purchase, take, hold, lease, and convey school property both real and personal.

4. **School Board Authority to Hire Legal Counsel.** The School Board is authorized by Section 22.1-82 of the Code of Virginia (1950), as amended, to employ counsel to advise it, and to pay for such advice out of funds appropriated to the School Board.

5. **Recognized Reasons to Share Legal Services.** Both the City Council and the School Board have recognized that the reasons for sharing services of the City Attorney’s Office include potential savings to taxpayers, expertise of the City Attorney’s Office in City Council and School Board matters, institutional memory, and the ability of the City Attorney’s Office to

provide a wide range of legal services to the School Board based on the expertise of the attorneys in numerous specialized areas of the law.

6. **Professional Judgment of City Attorney.** The Virginia Rules of Professional Conduct for the Legal Profession require the independent professional judgment of the Office of the City Attorney on behalf of its clients.

7. **Potential Ethical Conflicts.** The City Council and the School Board recognize that the potential for conflicting interests between the City Council and School Board may arise and that, in such cases, the City Attorney must refrain from representation of interests which may conflict.

8. **Identification of Conflicts.** The City Council and the School Board also recognize that they must work together and with the City Attorney to identify any real or perceived potential for conflict at the earliest possible time, advise each other and the City Attorney of any such conflict as soon as it arises so as not to compromise the interests of the City Council or the School Board, and assist the City Attorney in avoiding any violation or appearance of violation of the Code of Professional Responsibility.

9. **Continuation of Services.** The City Council and the School Board further recognize that it remains in the best interest of the taxpayers of the City for the School Board to continue to use the legal services of the Office of the City Attorney to the extent that no real or perceived conflict is present, and to the extent the City Attorney is budgeted and staffed to handle assigned legal business of the School Board.

Objectives:

The objective of this Cooperative Agreement is to define the scope and nature of the relationship between the City Attorney's Office and the School Board, to provide for the delivery

of designated legal services to the School Board, and to avoid any real or perceived conflict in the delivery of those services.

Agreement:

NOW, THEREFORE, the City Council and the School Board hereby agree as follows:

1. **Legal Staffing.** The Office of the City Attorney will provide the equivalent of three and one half (3 ½) attorney positions, one (1) paralegal position, and one (1) office assistant during FY2022. The services to be provided as follows:

A. The City Attorney will assign three attorneys on-site at the School Administration Building for provision of legal services to the School Board and the School Administration. As determined by the City Attorney, the attorneys will devote substantially all of their time to the provision of legal services to the School Board and School Administration. For the term of this Agreement, those attorneys will be Kamala H. Lannetti, Deputy City Attorney, and Dannielle Hall-McIvor, Associate City Attorney. An Associate or Assistant City Attorney will be hired in FY22. The City Attorney reserves the right to reassign attorneys to meet the legal needs of the School Board and School Administration in accordance paragraph 1D.

B. The City Attorney will dedicate one Paralegal on-site at the School Administration Building who will devote substantially all of his/her time to the support of legal services to the School Board and School Administration.

C. The remaining attorney hours will be provided by the other attorneys in the Office, based upon their various areas of expertise with school-related legal issues, student services, real estate matters, human resources and employee benefits matters, contracts, general administrative and procedural issues, litigation, and

other legal matters. Attorneys assigned to handle School Board matters will remain on-call to handle legal matters throughout the week. The City Attorney's Office will endeavor to handle as many legal matters in-house as it is capable of handling subject to the provisions of this Agreement.

D. During the term of this Agreement, and subject to reassignment in the judgment of the City Attorney, the selection of the assigned attorneys shall be mutually agreed upon by the City Attorney and the School Board. Additionally, if a majority of the Members of the School Board expresses dissatisfaction with the legal services provided by the assigned attorney, or by any other attorney providing services to the School Board, the City Attorney will meet with the School Board to discuss and evaluate its concerns. Furthermore, if the School Board and the City Attorney agree that the most reasonable way to address the School Board's concerns is to assign another attorney or other attorneys to represent the School Board, the City Attorney will use his best efforts to make such an assignment(s) as soon as possible.

2. **Communication and Reports.** Throughout the term of this Agreement, the Office of the City Attorney will maintain an open line of communication with the School Board and the Division Superintendent, and will keep each apprised, on a regular basis, of the status of all legal matters being handled on behalf of the School Board and School Administration; provided, however, that the Office of the City Attorney shall not communicate with the Superintendent concerning those matters being handled on a confidential basis for the School Board or for individual School Board Members in accordance with applicable School Board policies and applicable provisions of the Superintendent's contract. Additionally, the Office of the City

Attorney will provide the Superintendent and the School Board an annual report of the legal services and attorney hours provided pursuant to this Agreement and, upon request of the School Board, the School Board Chairman, or the Superintendent, will identify the amount of attorney hours expended in response to inquiries from individual School Board Members.

3. **Management of Legal Affairs.** The City Council and the School Board recognize and understand that the School Board shall be responsible for the management of its legal matters; that, to the extent contemplated by this Agreement, the City Attorney shall be designated as the chief legal advisor of the School Board and the School Administration, and shall assist the School Board and School Administration in the management of the School Board's legal matters; and that the City Attorney or his designee shall report to the School Board concerning those matters he has been assigned by the School Board to manage and/or handle on its behalf.

4. **Ethical Conflicts Concerning Representation of Parties.** The City Council and the School Board recognize the potential for real or perceived conflicts in the provision of legal services by the City Attorney, and agree to be vigilant in advising the City Attorney of such issues as they arise. Additionally, the City Council and the School Board understand that in such cases, the City Attorney will refrain from participation on behalf of the School Board but, to the extent ethically permissible in accordance with the Rules and Procedures of the Virginia State Bar, will continue representation of the City Council.

5. **Ability to Provide Legal Services.** The City Council and the School Board further recognize that the ability of the City Attorney's Office to provide legal services to the School Board is limited by the attorney hours allocated pursuant to this Agreement, the other provisions of this Agreement, and ethical constraints as they may arise.

6. **Nature of Agreement.** The parties agree that this Cooperative Agreement is not a contract to be enforced by either party but is rather an agreement setting forth the understanding of the parties regarding the parameters within which the Office of the City Attorney will provide legal services to the School Board and School Administration.

7. **Payment for Services.** The City shall forward to the School Board IDT requests in the amount of \$673,877.27 from its FY 2022 Operating Budget to the FY 2022 Operating Budget of the Office of the City Attorney to fund the annual salaries, benefits, and certain administrative costs of three and one half (3.5) attorneys, one (1) Paralegal, and one (1) Office Assistant. IDT requests of 50% of the total shall be made by the City and funds transferred by the School Board on or about July first and January first.

8. **Term and Termination of Agreement.** This Cooperative Agreement shall commence with the fiscal year of the parties which begins July 1, 2021 and ends June 30, 2022, and may be revised, as necessary, and renewed each fiscal year thereafter; provided, however, that each party shall give the other party notice of any intention to revise or not to renew the Agreement within one hundred twenty (120) days of the date of expiration of this Agreement, or any renewal hereof, in order that the other party will have the opportunity to make appropriate budget and staffing adjustments. Either party may terminate the Agreement on ninety (90) days' notice to the other party.

The parties hereby agree to the terms set forth above.

**SCHOOL BOARD OF THE CITY OF
VIRGINIA BEACH**

By: _____
Carolyn Rye, Chair

School Board of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the School Board of the City of Virginia Beach, Virginia on _____, 2021.

By: _____
School Board Clerk

**CITY COUNCIL OF THE CITY OF
VIRGINIA BEACH**

By: _____
Robert Dyer, Mayor

City Council of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the City Council of the City of Virginia Beach, Virginia on _____, 2021.

By: _____
City Clerk

Procedures for members of the public to attend School Board meetings in person

1. A limited number of persons may be seated in School Board Chambers for the June 22nd meeting during the open session portions of the meeting.
2. Public seating will be limited to the identified seats for the public.
3. Members of the public must remain in their assigned seats in School Board Chambers.
4. Public seating will be assigned on a first-come, first-served basis beginning shortly before the Workshop and Formal Meeting portions of the School Board Meeting.
5. Once the available public seating is filled, all other members of the public will be required to remain outside of the School Administration Building.
6. Social distancing of three feet will be used.
7. While in School Board Chambers or another room that the School Board is assembled for an in-person meeting, masks/face coverings will not be required for persons who have been fully vaccinated (two weeks following final dose). Persons who are not vaccinated are encouraged to follow CDC guidance regarding health mitigation strategies and should wear a mask while in School Board Chambers.
8. Members of the public who are signed up to speak in person and are called up to speak to the School Board are not required to wear mask/face coverings while at the podium.
9. Staff members are not required to wear masks or face coverings while addressing the School Board.