



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## School Board Services

**Beverly M. Anderson, Chair**  
At-Large

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

**Daniel D. Edwards**  
District 2 – Kempsville

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

**Dorothy M. Holtz**  
At-Large

**Laura K. Hughes**  
At-Large

**Victoria C. Manning**  
At-Large

**Joel A. McDonald**  
District 3 – Rose Hall

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

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

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

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

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

**Tuesday, April 9, 2019**

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

*In accordance with School Board Bylaw 1-48 §G, "No person attending a meeting of the School Board, in any capacity, shall use or allow to sound any device in a manner that disrupts the conduct of business within the room in which the School Board is meeting"*

## **INFORMAL MEETING**

- 1. Convene School Board Workshop (einstein.lab) ..... 4:00 p.m.**
  - A. School Board Administrative Matters and Reports
  - B. An Achievable Dream Ad Hoc Committee Update
  - C. Elementary Recess Committee Update
  - D. Use of Virtual Learning Days
- 2. Closed Meeting (as needed)**
- 3. School Board Recess..... 5:30 p.m.**

## **FORMAL MEETING**

- 4. Call to Order and Electronic 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 Recognition**
  - A. Virginia ProStart Student Invitational Winners
  - B. Educator Rising First Place Winners
  - C. HOSA Future Health Professional State Conference Winners
- 7. Superintendent's Report**
- 8. Hearing of Citizens and Delegations on Agenda Items**

The School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
- 9. Approval of Minutes: March 26, 2019 Regular Meeting**
- 10. Adoption of the Agenda**



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## ***School Board Regular Meeting Agenda (continued)***

**Tuesday, April 9, 2019**

School Administration Building #6, Municipal Center

2512 George Mason Dr.

P.O. Box 6038

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### **11. Consent Agenda**

All items under the Consent Agenda are enacted on by one motion. During Item 12 – 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. Resolutions**

1. National Month of the Military Child
2. National Volunteer Month

#### **B. Technical and Career Education Carl Perkins SY20 Grant **UPDATED 4/23/2019****

#### **C. 2019-2020 Special Education Annual Plan/Part B Flow-Through Application**

#### **D. Religious Exemption(s)**

### **12. Action**

#### **A. Personnel Report/Administrative Appointments **UPDATED 4/23/2019****

#### **B. Amended Budget Resolution FY 2019/20**

#### **C. Budget Transfers **UPDATED 4/23/2019****

### **13. Information**

#### **A. Textbook Adoption: Secondary Math**

#### **B. Policy Review Committee Recommendations**

1. Policy 5-47 Clubs and School Organizations
2. Policy 5-61 First Aid/Emergency Care
3. Policy 7-1 Relations with the Public
4. Policy 7-2 Notification of School Board Meetings
5. Policy 7-3 Access to Records
6. Policy 7-6 Relations with the News Media
7. Policy 7-10 Communications with the Public
8. Policy 7-15 Distribution/Announcement of Outside Communications

#### **C. School Bus Use for City Event**

### **14. Standing Committee Reports**

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

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

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 Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting and shall be allocated 4 minutes each. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

### **17. Convene School Board Workshop (as needed)**

### **18. Closed Meeting (as needed)**

### **19. Vote on Remaining Action Items**

### **20. Adjournment**



**Subject:** An Achievable Dream (AAD) Ad Hoc Committee Update **Item Number:** 1B

**Section:** Workshop **Date:** April 9, 2019

**Senior Staff:** N/A

**Prepared by:** School Board Member Daniel D. Edwards, Ad Hoc Committee Chair & Marc A. Bergin, Ed.D., Chief of Staff

**Presenter(s):** School Board Member Daniel D. Edwards, Ad Hoc Committee Chair & Marc A. Bergin, Ed.D., Chief of Staff

**Recommendation:**

That the School Board of the City of Virginia Beach receive an update on the work of the ad hoc committee for An Achievable Dream (AAD), including a report on expanded enrollment / recruitment, adjustment of enrollment expectations, transportation cost sharing, and the recommended facility for the AAD's secondary school.

**Background Summary:**

The School Board established an Ad Hoc Committee for An Achievable Dream on May 22, 2018. The Committee has met seven times allowing several weeks between meetings to allow VBCPS staff and AAD staff to develop needed data, alternatives and options. The committee, including community and parent representatives, staff and board members from AAD and VBCPS, has had the task of addressing the needed adjustments to the Memorandum of Understanding (MOU) to address secondary schooling facilities and enrollment zones in the context of current and projected enrollment.

**Sources:**

**Budget Impact:**



**Subject:** Elementary Recess Committee Update **Item Number:** 1C

**Section:** Workshop **Date:** April 9, 2019

**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

**Presenter(s):** Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

**Recommendation:**

That the School Board receive information on the Elementary Recess Committee Update.

**Background Summary:**

The Department of Teaching and Learning has met with a committee of parents, teachers, school counselors, school administrators and central office administrators to examine the scheduling of recess at the elementary level.

**Source:**

N/A

**Budget Impact:**

N/A



**Subject:** Use of Virtual Learning Days **Item Number:** 1D

**Section:** Workshop **Date:** April 9, 2019

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

**Prepared by:** Lelsey L Huhges, Ed.D., Executive Director of Elementary Teaching and Learning

James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

**Presenter(s):** Lelsey L Huhges, Ed.D., Executive Director of Elementary Teaching and Learning

James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board receive information on Use of Virtual Learning Days.

**Background Summary:**

This presentation will provide the School Board with an update regarding the Use of Virtual Learning Days for SY 2018-2019 and the information regarding the Use of Virtual Learning Days for SY 2019-2020.

**Source:**

N/A

**Budget Impact:**

N/A



**Subject:** Virginia ProStart Student Invitational Winners **Item Number:** 6A

**Section:** Student, Employee and Public Awards and Recognition **Date:** April 9, 2019

**Senior Staff:** Ms. Natalie Allen Chief Media & Communications Officer, Department of Media and Communications

**Prepared by:** Ms. Rosemary Gladden, Public Relations Coordinator

**Presenter(s):** Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

**Recommendation:**

That the Board recognize Tallwood High School students who finished in first place at the 2019 Virginia ProStart Student Invitational competition.

**Background Summary:**

The Virginia ProStart Student Invitational is composed of two distinct competitions, management and culinary that showcase the most important skills needed on both sides of the restaurant and foodservice industry.

**Source:**

Virginia Restaurant Lodging and Travel Association website ([www.vrlta.org](http://www.vrlta.org))

**Budget Impact:**

None



**Subject:** Educators Rising First Place Winners **Item Number:** 6B

**Section:** Student, Employee and Public Awards and Recognition **Date:** April 9, 2019

**Senior Staff:** Ms. Natalie Allen Chief Media & Communications Officer, Department of Media and Communications

**Prepared by:** Ms. Rosemary Gladden, Public Relations Coordinator

**Presenter(s):** Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

**Recommendation:**

That the Board recognize the students who earned first place at the 2019 Educators Rising State Leadership Conference and Competition.

**Background Summary:**

Educators Rising is a national organization for aspiring teachers and their mentors. Competitions at the leadership conference are performance-based events in which students demonstrate their knowledge, skills and leadership in education. Nine students from Tallwood, Cox and Kellam high schools won first in individual or team events.

**Source:**

Educators Rising website ([www.educatorsrising.org](http://www.educatorsrising.org))

**Budget Impact:**

None



**Subject:** HOSA Future Health Professional State Conference Winners **Item Number:** 6C

**Section:** Student, Employee and Public Awards and Recognition **Date:** April 9, 2019

**Senior Staff:** Ms. Natalie Allen Chief Media & Communications Officer, Department of Media and Communications

**Prepared by:** Ms. Rosemary Gladden, Public Relations Coordinator

**Presenter(s):** Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

**Recommendation:**

That the Board recognize students who earned first place at the HOSA-Future Health Professionals State Conference.

**Background Summary:**

The purpose of HOSA-Future Health Professionals is to develop leadership and technical skill competencies. Each spring, the organization hosts competitive events during their state leadership conferences. 17 students from the Health Sciences Academy at Bayside High School, as well as one student from Princess Anne High School, won first place in their respective events.

**Source:**

HOSA website ([www.hosa.org](http://www.hosa.org))

**Budget Impact:**

None





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

**Section:** Approval of Minutes **Date:** April 9, 2019

**Senior Staff:** N/A

**Prepared by:** Dianne P. Alexander, School Board Clerk

**Presenter(s):** Dianne P. Alexander, School Board Clerk

**Recommendation:**

That the School Board adopt the minutes of their March 26, 2019 regular School Board meeting as presented.

**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, March 26, 2019**

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

### **INFORMAL MEETING**

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:03 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Mr. McDonald who was absent from the meeting. Ms. Hughes arrived late at 4:14 p.m.
  - A. **School Board Administrative Matters and Reports:** Ms. Riggs announced an opportunity for School Board members to join the sponsorship of a table at the Sister Cities Leadership Breakfast.  
  
This portion of the workshop concluded at 4:05 p.m.
  - B. **Legislative General Assembly 2019 Session Review by Kemper Consulting:** School Board Legislative Liaison Joel Andrus and Ross Grogg of Kemper Consulting presented a post 2019 General Assembly Session report including an overview of the composition of the House and Senate noting 2019 is an election year for all 140 seats, and final year of the budget biennium for the period ending June 30, 2020 meaning 2019 is not a budget year. A summary of 2019 budget drivers and K-12 budget initiatives was reviewed along with highlights of approximately 270 education bills introduced with major topics identified as school safety, school calendar, Standards of Learning (SOL) and assessments, school discipline, Association access to teacher information, and school construction and modernization. An overview of other legislative issues was provided to include the area of redistricting and 2019 elections.  
  
This portion of the workshop concluded at 4:29 p.m.
  - C. **Community Engagement Update:** Amber F. Rach, Ph.D., Director of Community Engagement in the Department of Media and Communications, presented a report on the four main areas that work within the Office of Community Engagement: Virginia Beach Education Foundation, the divisionwide Partners and Volunteers in Education programs, and Parent Connection initiatives. She reported on initiatives to include The House Students Built (THSB) program and 11<sup>th</sup> house project which raised more than \$650,000 towards the \$2.1 million



endowment; provided an estimated \$23,000 in 2018-19 in scholarships, and provided examples of projects funded by \$150,000 in 2018-19 grants bringing the total to \$1.73 million in grants since 2000. An overview of the Beach Bags program was provided which serves over 1,500 students per month throughout the division. The VA STAR program was explained by the teacher and students from the Advanced Technology Center (ATC) Cybersecurity Systems Technology class about their work in refurbishing donated hardware to include designing and 3D-printing laptop parts as well as sanitizing devices to be offered to families. The work of 2,100 documented Partnerships in Education and 86 Community Engagement Liaisons (CELs) was summarized; and representatives from iFly Virginia Beach as well as Seatack Elementary School Achievable Dream Academy principal and students provided an overview of that partnership which created a 13-week program for fifth graders known as Seatack Soars. She reported over 35,000 volunteers in education estimated to equate to approximately \$9.7 million in volunteer time, and highlighted the work of the Virginia Beach Council of PTA's 82 units in Virginia Beach totaling 19,595 members. The Parent Connection calendar was featured, and upcoming events were announced.

This portion of the workshop concluded at 5:13 p.m.

Superintendent Spence then provided a brief explanation of the Action item pertaining to the March 2020 staff day in the SY2019-20 School Calendar.

- D. Forecast of Agenda Topics FY19 4<sup>th</sup> Quarter – April, May, June 2019: Superintendent Spence provided a quick overview of how the quarterly forecast is developed in consideration of retreat discussions and throughout the year, and presented Administration's forecast of School Board meeting agenda topics to be presented in the FY19 fourth quarter – April, May, and June 2019. Other topics suggested by School Board members were in the area of student discipline processes, and cell phone policies.

The workshop concluded at 5:21 p.m.

2. **Closed Meeting:** None
3. **School Board Recess:** The School Board recessed at 5:21 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

#### **FORMAL MEETING**

4. **Call to Order and Electronic Roll Call:** Chairwoman Anderson called the formal meeting to order in School Board Chambers at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Mr. McDonald who Chairwoman Anderson noted was absent from the meeting.
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition:**
  - A. State Basketball Champions: The School Board recognized the Princess Anne High School girls' basketball team for winning the sixth consecutive Class 5 and Class 6 state championship and the program's 10<sup>th</sup> overall title which are both Virginia High School League (VHSL) records. Additionally, Landstown High School's boys' basketball team was recognized for winning the



Class 5 and Class 6 state championship title which is their first boys' basketball state championship title in the program's history.

- B. **World Languages Teacher of the Year:** Ocean Lakes High School Spanish teacher, Eric Jaworski, was recognized by the School Board for being named the state World Languages Teacher of the Year by the Foreign Language Association of Virginia (FLAVA) for demonstrating excellence in foreign language instruction and exemplary practice as an innovative practitioner whose work inspires students and communities.

7. **Superintendent's Report:** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*<sup>1</sup>, Superintendent Spence's report was related to the strategic framework regarding the importance of improving working conditions and fostering a culture of respect for all staff. He highlighted the work of Shawn Olsen, a transportation servicemen's helper, who through a partnership with SouthEastern Cooperative Education Program (SECEP) has accrued two decades of service helping to ensure buses are prepped and ready with a special touch by small gestures and acts of kindness while at work.
8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:** March 12, 2019 Regular School Board Meeting: Ms. Manning made a motion, seconded by Vice Chair Melnyk, that the School Board approve the minutes of their March 12, 2019 regular meeting as presented. The motion passed (ayes 10, nays 0).
10. **Adoption of the Agenda:** There being no proposed adjustments to the published agenda, Ms. Riggs made a motion, seconded by Mr. Edwards, that the School Board adopt the agenda as presented. The motion passed (ayes 10, nays 0).
11. **Consent Agenda:** After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Ms. Rye made a motion, seconded by Vice Chair Melnyk, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 10, nays 0), and the following items were approved as part of the Consent Agenda:

A. Resolutions:

1. School Library Media Month and National Library Week as follows:

**RESOLUTION**

**SCHOOL LIBRARY MEDIA MONTH AND NATIONAL LIBRARY WEEK**

**WHEREAS**, school library media centers function as the information centers of the schools and provide for integrated, interdisciplinary, and school-wide learning activities; and

**WHEREAS**, school library media programs provide the experience and training necessary to prepare students to become successful and independent users learning skills; and

**WHEREAS**, school library media programs promote information literacy and the enjoyment of reading, viewing, and listening for young people of all ages and all levels of development; and

<sup>1</sup> Members of the Compass Keepers Club are students, staff or community supporters who truly represent Virginia Beach City Public Schools with dedication, determination, passion and drive



**WHEREAS**, school library media programs provide resources and learning activities that represent a diversity of experiences, opinions, and social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy; and

**WHEREAS**, the Virginia Beach City School Board recognizes the vital role that school library media centers play in the educational process; and

**WHEREAS**, Virginia Beach Public Libraries and Virginia Beach school libraries have formed a unique partnership that provides for the sharing of resources and services to the mutual benefit of all patrons.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the Virginia Beach City School Board reconfirm its belief in the value of the school library media program and officially recognize the month of April 2019 as School Library Media Month and the week of April 7-13, 2019, as National Library Week, calling their significance to the attention of all Virginia Beach citizens; and be it

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

2. Mathematics Awareness Month as follows:

**RESOLUTION  
MATHEMATICS AWARENESS MONTH  
APRIL 2019**

**WHEREAS**, the National Council of Teachers of Mathematics recognizes April as Mathematics Awareness Month; and

**WHEREAS**, mathematical literacy is essential for all, and the inclusion of such in mathematics education ensures a culture of equity where students are empowered by the opportunities math affords; and

**WHEREAS**, mathematics is an essential skill, both in life and in the workplace; and

**WHEREAS**, mathematical reasoning, sense making, problem solving and communication are essential skills; and

**WHEREAS**, the language and processes of mathematics are basic to all other disciplines; and

**WHEREAS**, our expanding, technologically-based society demands increased awareness and competence in mathematics; and

**WHEREAS**, school curricula in mathematics provide the foundation for meeting the above needs.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach designate April, 2019 as Mathematics Awareness Month in the Virginia Beach City Public Schools; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourage all citizens, and especially our children and young adults, to continue mathematics studies and to understand how its application will relate to the occupations of the 21st century; and be it

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

3. 2019 Virginia School Boards Association Business Honor Roll as follows:

**RESOLUTION  
2019 VIRGINIA SCHOOL BOARDS ASSOCIATION  
BUSINESS HONOR ROLL  
APRIL 2019**

**WHEREAS**, public schools and local businesses are an integral part of this community; and





**WHEREAS**, many local businesses play a crucial role in supporting our schools; and

**WHEREAS**, the economic health of our community, state and nation depends on a strong public school system; and

**WHEREAS**, collaboration between local public schools and local businesses strengthens schools and the business community alike by providing a well-trained and highly educated workforce; and

**WHEREAS**, an excellent public school system is vital to the quality of life in this community and fundamental to preserving a strong democratic society now and in the future.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach names The Adventure Park, Kellam Mechanical, and the Virginia Beach Schools Federal Credit Union to the 2019 Virginia School Boards Association Business Honor Roll, showing appreciation for these firms' ongoing support of this community's public schools. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them; and be it

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

- B. Policy Review Committee Recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their February 14, 2019 meeting and presented to the School Board for Information on March 12, 2019 as follows:
1. Policy 4-2 Employee Conduct: Reintroduced to introduce language into the policy that is reflective of the state code and discussions regarding other aspects of the language used in the policy on a broad range of acceptable professional behaviors in the work place
  2. Policy 5-14 School Attendance Zones: Reintroduced to take into consideration new state guidelines regarding military housing and out of zone applications. Additional updates made to formulation of redistricting recommendations. Language added to community input section of the policy to address preliminary presentation to the School Board. Title changes made to section C and section D
  3. Policy 5-48 Social Activities: Updated to require school-sponsored activities held off school grounds to require approval from the principal and Department of School Leadership
  4. Policy 5-50 Class Gifts/Exchanging Gifts: Update regarding school personnel being responsible for complying with all applicable conflict of interest laws regarding gifts from parents or students
  5. Policy 5-51 Student Vehicles: Updated with format changes and to reflect current practice related to student parking procedures and parking permits and fees
  6. Policy 5-53 Activities: Access to School Facilities: Legal reference updated
- C. The School Board approved the addition of July 8, 2019 to their previously approved Schedule of Meetings for the period ending June 30, 2020 to be held in conjunction with July 9 and designated as the School Board's Annual Retreat to include an abridged regular meeting to be held at the conclusion of the Retreat on July 9



- Informal meetings generally convene at 4 p.m. subject to the volume of business to be transacted
- School Board Recess at 5:30 p.m.
- Formal Meeting Called to Order at 6:00 p.m.

Balance of SY2018-19 Schedule of Meetings as amended January 23, 2018	SY2019-20 Schedule of Meetings
January 8 & 22 <b>2019</b>	July 8/9 Retreat & Abridged Regular Meeting & 23 <b>2019</b>
<b>February 5 Special Meeting</b> for presentation of the Superintendent's Estimate of Needs FY2019/20 and Proposed Capital Improvement Program (CIP) FY2019/20 through FY2024/25 <b>February 12 &amp; 26</b> February 19*	<b>August 13 &amp; 27</b>
<b>March 5* Special Meeting</b> for adoption of the School Operating Budget FY2019/20 and Capital Improvement Program (CIP) FY2019/20 through FY2024/25 <b>March 12 &amp; 26</b>	<b>September 10 &amp; 24</b>
<b>April 9 &amp; 30 (5<sup>th</sup> Tues)</b> [Spring Break April 15-19]	<b>October 8 &amp; 22</b>
<b>May 14 &amp; 28</b>	<b>November 12 &amp; 26</b>
<b>June 10 (Mon) &amp; 25</b> [Graduations June 11-15]	<b>December 10</b>
	<b>January 14 &amp; 28</b> <b>2020</b>
	<b>February 4 Special Meeting</b> for presentation of the Superintendent's Estimate of Needs FY2020/21 and Proposed Capital Improvement Program (CIP) FY2020/21 through FY2025/26 <b>February 11 &amp; 25</b> February 18*
	<b>March 3* Special Meeting</b> for adoption of the School Operating Budget FY2020/21 and Capital Improvement Program (CIP) FY2020/21 through FY2025/26 <b>March 10 &amp; 24</b>
	<b>April 7 &amp; 28</b>
	<b>May 12 &amp; 26</b>
	<b>June 8 (Mon) &amp; 23</b> [Graduations June 9-13]
* Budget/CIP Workshop	* Budget/CIP Workshop

## 12. Action

- A. Personnel Report: Ms. Holtz made a motion, seconded by Vice Chair Melnyk, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated March 26, 2019. The motion passed (ayes 10, nays 0). There were no administrative appointments recommended.
- B. SY2019-20 School Calendar Adjustment: March 2020: Ms. Riggs made a motion, seconded by Ms. Weems, that the School Board approve an adjustment to the previously approved School Calendar for the 2019-20 school year to move the March 30, 2020 Staff Day to Tuesday, March 3, 2020 in consideration of the impact on the more than 45 school facilities that will be used as polling sites for the presidential primary election. Lauren W. Nolasco, Director of Communications in the Department of Media and Communications, reported the Office of the Registrar reached out to the school division to consider its operational plans for March 3 – the presidential primary election date – and noted the same increase in participation experienced in the 2016 primary is expected. Therefore, after careful consideration and in consultation with neighboring divisions, Administration's recommendation is to move the approved March 30 Staff Day to March 3. The motion passed (ayes 10, nays 0), and March 2020 staff days



altered accordingly to designate March 3, 2020 as a Staff Day closed to students in lieu of March 30.

**13. Information**

- A. Technology and Career Education Carl Perkins SY20 Grant: Sara L. Lockett, Ed.D., Director of Technical and Career Education, presented highlights of the 2019-20 Carl D. Perkins V Local Plan and proposed budget for the estimated \$886,989.78 grant fund to be used for programs providing 33,864 student seats in 1686 technical and career education course sections. She noted the Virginia Department of Education had not yet released official allocations by locality and directed budgets to be prepared based on level funding. An overview of budget categories was provided along with a summation of performance measures.
- B. 2019-2020 Special Education Annual Plan/Part B Flow-Through Application: Roni S. Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children in the Department of Teaching and Learning, presented the division's Special Education Annual Plan/Part B Flow-Through Application and Report for 2019-2020 to include an overview of the verification of adherence to a list of assurances delineated by the Virginia Department of Education for all public school divisions; and explanation of additional components in the area of the Local Jails Education Program, Maintenance of Effort (MOE), Proportionate Set-Aside (PSA) and Title VI-B Grant Funds. As chair of the Special Education Advisory Committee (SEAC) Policy Review Subcommittee, Sandy Hermann reported the committee's comprehensive review and recommendation for approval concluding the application complies with requirements in current federal and state regulations, and appropriately identifies the responsibilities pertaining to students with disabilities in the division.
- C. Interim Financial Statements – February 2019: Crystal M. Pate, Director of Business Services, presented the division's financial position as of February 28, 2019 reporting overall revenues as acceptable at this time in the fiscal year. She explained a decline in the projected surplus from \$2.5 million to \$2.2 million was mainly the result of a decrease in the state's projected payment for the at-risk program, and includes the impact of a lower than projected March 31 Average Daily Membership (ADM). Federal revenues were reported on a favorable trend at approximately \$439,000 more than the original budget year to date. Sales tax receipts were reported on an acceptable trend at approximately \$1.2 million higher than the prior year; and expenditures too were reported as acceptable at this time.

- 14. Standing Committee Reports:** As chair the Achievable Dream Academy Ad Hoc Committee, Mr. Edwards reported the committee met the prior week and will be prepared to provide a detailed report April 9. He noted, in the interim, recruitment in the expanded enrollment area will be ongoing in the next few weeks.

Ms. Riggs announced the Sister Cities Leadership Breakfast on April 4 and sponsorship by the School Board members noting Superintendent Spence will appear as a guest speaker. Additionally, she reported the Sister Cities' Youth Ambassador spoke at the Central Business District Association (CBDA) event where Princess Anne students shadowed businesses in the Town Center Central Business District.





Ms. Weems reported on the Green Run Collegiate Board meeting she attended with Ms. Felton, and advised of the lottery admission process noting seats were being filled and there is a long waiting list for the first time which speaks to the popularity of the program. Ms. Felton commended the Meet and Greet program for internship partners. Additionally, Ms. Weems announced an upcoming community forum and program on heroin and opioids to be held at the Old Donation School on March 29.

As the School Board's liaison to the Virginia Beach Mayor's Committee for Persons with Disabilities, Ms. Manning reported the committee met the prior week to discuss items for the ensuing months to include an event to be held offsite with a speaker regarding special education services in schools.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 6:51 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from Shannon Disney, Tracey Olson, and Suzanne Saltisiak advocating for more recess.
17. **Convene School Board Workshop:** None at this time
18. **Closed Meeting:** None
19. **Vote on Remaining Action Items:** None
20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:04 p.m.

Respectfully submitted:

\_\_\_\_\_  
Dianne P. Alexander, Clerk of the School Board

Approved:

\_\_\_\_\_  
Beverly M. Anderson, School Board Chair



**Subject:** Resolution in Observance of National Month of the Military Child **Item Number:** 11A1

**Section:** Consent **Date:** April 9, 2019

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

**Prepared by:** Alveta J. Green, Ed.D., Executive Director, Office of Student Support Services

**Presenter(s):** Alveta J. Green, Ed.D., Executive Director, Office of Student Support Services

**Recommendation:**

That the School Board of the City of Virginia Beach adopt a resolution in observance of April as Month of the Military Child.

**Background Summary:**

In an effort to recognize the family sacrifices and unique challenges that children from military families face, the Department of Defense celebrates each April as the *Month of the Military Child*. The practice began in 1986 and has gained the support of military installations and school districts worldwide.

In Virginia Beach, we have approximately 18,000 military-connected students enrolled in our public schools. This School Board resolution encourages all school staff to initiate, support and participate in special activities and events to recognize the exceptional role and unique sacrifices of our military-connected youth.

**Source:**

*Doe.virginia.gov*

*Dodea.edu*

**Budget Impact:**

N/A

**RESOLUTION**  
**National Month of the Military Child**  
**April 2019**

**WHEREAS**, approximately 18,000 students enrolled in Virginia Beach City Public Schools are military-connected with the majority having at least one parent serving on active duty or in the reserves of the Armed Forces; and

**WHEREAS**, these military-connected youth and their family have unique needs and face distinct challenges due to high mobility, lengthy deployments of one or both parents and the stresses of loved ones serving in times of combat; and

**WHEREAS**, the school division reaffirms its commitment to providing support, resources and enriching programs to enhance the educational experiences of military-connected youth; and

**WHEREAS**, the Virginia Beach City Public School Board's *Compass to 2020* strategic plan creates opportunities to actively engage military-connected parents and families in supporting student achievement and outcomes for success; and

**WHEREAS**, April has been recognized by the Department of Defense since 1986 as the Month of the Military Child.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes April as the Month of the Military Child, and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all school staff to initiate, support and participate in special activities to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation's best interest; and be it

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

Adopted by the School Board of the City of Virginia Beach this 9<sup>th</sup> day of April, 2019

S E A L

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Beverly M. Anderson, School Board Chair

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Aaron C. Spence, Ed.D., Superintendent

Attest:

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Dianne P. Alexander, Clerk of the Board



**Subject:** Resolution in Observance of National Volunteer Month **Item Number:** 11A2

**Section:** Consent **Date:** April 9, 2019

**Senior Staff:** Natalie Allen, Chief Media and Communications Officer, Dept. of Media and Communications

**Prepared by:** Dr. Amber Rach, Director of Community Engagement, Dept. of Media and Communications

**Presenter(s):** Mrs. Beverly Anderson, Chairwoman and Dr. Aaron C. Spence, Superintendent

**Recommendation:**

That the School Board adopt a resolution in observance of National Volunteer Month, April 2019.

**Background Summary:**

Each school year, Virginia Beach City Public Schools is supported by thousands of volunteers who contribute their time, talents and expertise to our schools. Since April is designated as National Volunteer Month it is an appropriate time to show appreciation to the members of our community who share their skills and resources to support student achievement.

**Source:**

*pointsoflight.org*

**Budget Impact:**

None

**RESOLUTION**  
**NATIONAL VOLUNTEERS IN EDUCATION APPRECIATION MONTH**  
**APRIL 2019**

- WHEREAS,** volunteering and service to others are among the hallmarks of a strong community; and
- WHEREAS,** the School Board of the City of Virginia Beach supports active community engagement as one of the four goals in the division's strategic framework, *Compass to 2020*; and
- WHEREAS,** volunteerism mobilizes all the resources of our community; and
- WHEREAS,** volunteers in the Virginia Beach City Public Schools number more than 35,000 annually and donate nearly 400,000 hours of service to our school system with an estimated value of more than \$9.6 million; and
- WHEREAS,** volunteers are vital members of the education team who willingly give of their time, talents and valuable resources; and

**NOW, THEREFORE, BE IT**

- RESOLVED:** That the School Board of the City of Virginia Beach officially recognize the month of April as Volunteers in Education Appreciation Month; and be it
- RESOLVED:** That the School Board of the City of Virginia Beach encourages all school staff to initiate, support and participate in activities designed to recognize school system volunteers; and be it
- RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the city of Virginia Beach this 9th day of April 2019

S E A L

\_\_\_\_\_  
Beverly M. Anderson, Chairwoman

\_\_\_\_\_  
Aaron C. Spence, Superintendent

Attest:

\_\_\_\_\_  
Dianne P. Alexander, Clerk of the Board



**Subject:** Technical and Career Education Carl Perkins SY20 Grant **Item Number:** 11B

**Section:** Consent **Date:** April 9, 2019

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

**Prepared by:** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

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

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

**Recommendation:**

That the School Board review and approve the Local Plan and Budget for Perkins Grant Funding for Career Technical Education 2019-2020.

**Background Summary:**

In compliance with the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), the 2019-2020 Local Plan and Budget for Career and Technical Education must be submitted annually. Based on requirements authorized by the Standards of Quality and Perkins V, the school division must submit its application to the Virginia Department of Education (VDOE) in substantially approvable form via the *Online Management of Education Grant Awards* (OMEGA) no later than April 30, 2019. This local plan outlines required performance measures and a budget for Perkins funding.

At this time 2019-20 allocation amounts have not been released by VDOE. Localities are directed to prepare budgets using level funding. The proposed Local Plan and Budget for Career and Technical Education 2019-2020 represents a transition to the new Perkins V requirements and includes some format changes to the local plan document. However, the budgeted spending plan outlined has no substantive changes. Only those changes (e.g., implementation strategies and proposed budgets) required to apply for new funding have been made.

**Source:**

Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

**Budget Impact:**

Approval of the Annual Career and Technical Education Plan by the State Board of Education is a prerequisite for the receipt of funds - 8VAC20-120-40.

Welcome to the 2019-2020 Career and Technical Education (CTE) Local Plan and Budget Application in Excel. Please use the tabs at the bottom of this spreadsheet to complete the Certification and Assurances, Performance Assessment, Career and Technical Education Management System (CTEMS) Schedules (Schedules 1 - 16), and CTEMS Budget (Schedules 17 & 18). Use your local personal computer to prepare the document for submission to the Virginia Department of Education's (VDOE) Online Management of Education Grant Awards (OMEGA) reporting system.

**To print the Annual Plan Document, you will need to print each tab across the bottom of this file seperately.**

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

**NOTE:** For additional instructions on how to submit files in OMEGA, please consult the [Omega User's Guide](#)

Or, once you are in OMEGA, on the division's opening page, you may click "HELP" in the top right sidebar, and the first paragraph has the link to the OMEGA User's Guide. Additionally, you may email questions or concerns regarding OMEGA by clicking on "OMEGA SUPPORT" in the top right sidebar. You may also contact OMEGA Support directly at 804-371-0993 or email directly at [Omega.Support@doe.virginia.gov](mailto:Omega.Support@doe.virginia.gov)

For questions concerning the CTE Local Plan and Budget Application, please contact George Willcox, Director, Operations and Accountability, or Bill Hatch, Coordinator, CTE Planning, Adminsitration and Accountability, as assigned in Appendix A, at (804) 786-4206

or [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov)

Do NOT contact OMEGA Support.

## **Introduction**

The Strenthening Career and Technical Education for the 21st Century Act (referenced from this point on as the "Perkins Act" or "Perkins V") requires that each eligible recipient develop and implement a Local Plan for Career and Technical Education that includes specific information in the following two areas:

1. program and services, and
2. uses of funds.

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

To be eligible for CTE funding, school divisions must complete the appropriate schedules and include certifications of compliance with all statements of assurance and all conditions. The schedules provided are designed to set forth the proposed career and technical education programs, services, and activities to be funded. The local application for career and technical education funds must be submitted through the Single Sign-On for Web Systems (SSWS) via the OMEGA reporting system. (NOTE: OMEGA will support uploading 2003, 2007, and 2010 Excel .xls, .xlsx or .xlsm formatted files. If you experience any problems, please contact OMEGA Support.)

## **CTE Local Plan Due Date**

**In compliance with [federal requirements](#) the school division must submit its 2019-2020 application to the VDOE in "substantially approvable form" via OMEGA not later than April 30, 2019. In order to obligate Perkins funds on July 1, 2019, school divisions must adhere to the submission due date.**

## **Federal Grants**

Under the provisions of the Perkins Act, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the Career and Technical Education Management System (CTEMS) and meets all necessary conditions and assurances related to the use of these funds.

## **Basis for Determining 2019-2020 Perkins Grants to Local Education Agency (LEA)**

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

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

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

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

Section 135. Local Uses of Funds

- (a) General Authority - Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

## **Program Improvement**

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

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

Note: As a state agency, Virginia will allow funding for projects, services, or activities during the implementation of the one-year Perkins V Transition Plan, as long as all Perkins performance standards are showing state-defined continuous improvement: meet or exceed the adjusted state-level performance standards. If any of the Perkins performance standards fail to show continuous improvement, then school divisions may not utilize Perkins funds for more than three years on any project, service, or activity unless there are justifiable special circumstances. Justification to extend funding beyond the third year on any project, service, or activity that failed to show continuous improvement must be submitted to the Office of Career, Technical, and Adult Education prior to further implementation.

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

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



## **SPECIAL NOTES**

- 1 Allocations for completing the local budget:** Use your **current year (2018-2019) allocation** to complete the local budget part of this application. Once the VDOE receives the new allocations for the next school year (2019-2020) from the U.S. Department of Education, school divisions will be notified by a Superintendent's Memorandum. If you have already submitted your CTE Local Plan and Budget Application prior to the final allocation, you will need to revise your budget and Budget Worksheet.
- 2 Review of Local Plan and Budget Applications:** Please refer to the list in Appendix A to determine who will be reviewing your plan at the VDOE. If you have questions, please contact the appropriate CTE staff.
- 3 Required and Permissive Uses of Perkins Funds:** School divisions must use 60 percent or more on Required Uses of Funds. Virginia allows up to 40 percent of your total Perkins allocation for Permissive Uses of Funds. If you have questions, please contact the appropriate CTE staff.
- 4 Expenditure Account Descriptions:** Be sure to use Appendix C for accurate assignment of expenditures in the budget segment of your application.
- 5 DO NOT Round Budget Amounts:** In the application, the budget total must match the federal allocation exactly. Do not round budget amounts.
- 6 Regional Career and Technical Centers:** Complete the Local Plan using the schedules identified on the CTEMS Schedules Checklist tab. **NOTE: Effective School Year 2015-2016 and thereafter, regional technical center administrators must obtain from each participating school division the amount of Perkins funding that will be allocated for center use. This total funding amount from all participating school divisions will be used to complete Schedule 17.**
- 7 Accountability Report:** An accountability report will be required at the end of the fiscal period to report actual financial data for items included on CTEMS Schedules 17 and 18, and to report equipment items purchased in whole or in part with federal funds.
- 8 Prior-Year Data: Use prior-year data for projecting 2019-2020 state or federal funding in the following categories:**

Standards of Quality (SOQ) Add-on	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
CTE Center Administrators	
(Principals and Assistant Principals)	
- 9 New Programs/Courses:** The [Application for New CTE Programs/Courses](#) is reported outside of the OMEGA system.
- 10 Reserve Fund:** The Virginia Department of Education has revised its procedures for the redistribution of Perkins carryover funds to require that such funds be transferred from the Local Formula Distribution, Secondary Programs - Project Code: 61095 and moved to the Reserve, Secondary Programs – Project Code: 61159. **The reserve funds will be reallocated equitably to school divisions which have used 100 percent of their initial school year Perkins allocation with reallocation priority focused on industry credentialing initiatives and innovative CTE program implementation.**

**Effective August 27, 2015 and thereafter, the reserve funds information is to be included in the local school division's Perkins plan application template. Also, the reserve funds guidance has been posted on the CTE Program Administration and Management website.**

## SPECIFIC DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

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

### **1 CERTIFICATIONS AND ASSURANCES**

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

(Faxed to 804-530-4560 or emailed to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov))

**For assistance in obtaining access to OMEGA, (User Permission Form for School Divisions - OP1), the OMEGA OMEGA User's Guide, and requirements for application submission, please refer to the [OMEGA Information Page](#)**

### **2 PERFORMANCE ASSESSMENT REPORT**

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

### **3 CTEMS SCHEDULES**

**To ensure compliance with provisions of the Perkins Act, you must provide descriptions of CTE services in the schedules as appropriate. Please indicate in narrative format, where required, your division's practices, policies, and plans.** The CTEMS Schedule Checklist tab may be used to move between schedules.

#### **Schedules 1 and 2**

**Stakeholder/Advisory Committee Participation/Involvement.** Describe your local process for involving the required groups in the development, implementation, and evaluation of CTE programs. NOTE: Effective school year 2015-2016 and thereafter, a minimum of three business and industry representatives must be listed representing three different program areas.

#### **Schedule 3**

Application for Local Career Cluster/Pathway Plans of Study. As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters. However, to ensure your division's previous Plans of Study (submitted over the past eight years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please email a Microsoft Word file of your completed 2019-2020 Plan of Study to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) for separate approval.

#### **Schedule 4**

**Special Populations Report.** List the number of individuals eligible for services provided by the school division in each of the following special populations: economically disadvantaged (K-12), students with disabilities (K-12), homeless students (K-12), English Learners (K-12), students in foster care (K-12), students with parent(s) in Active Duty (K-12), single parents (7-12), nontraditional--underrepresented gender group (7-12), and Out-of-Workforce individuals (7-12).

**Strategies for Overcoming Access Barriers and Assuring Success for Special Populations.** Describe how you will annually review CTE programs and implement strategies to overcome barriers that result in lowering rates of access to and success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

**Non-discrimination Statement.** Describe how individuals will not be discriminated against on the basis of their status as members of a special populations

**Identification of Services.** Check the appropriate services offered for each special population in your division. *Please note that childcare, special transportation, and special seminars for fathers, teens, e.g., are only available to single-parents, nontraditional, and out-of-work individuals.*

### **Schedule 5**

**Strengthen/Improve Academic and Technical Skills.** Indicate in the program area checklist activities for school year 2019-2020 that are intended to strengthen and improve the academic and technical skills of participating students.

Complete the narrative.

### **Schedule 6**

**Work-based Learning Opportunities.** Indicate in the program area checklist activities for school year 2019-2020 that are intended to provide students with experience in and understanding of all work-based learning opportunities.

Complete the narrative.

### **Schedule 7**

**Technology in Career and Technical Education.** Indicate in the program area checklist activities for school year 2019-2020 that are intended to develop, improve, or expand the use of technology in CTE. Complete the narrative.

### **Schedule 8**

**Professional Development.** Indicate in the program area checklist activities for school year 2019-2020 that are intended to improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. Also, in the second program area checklist, indicate the number of teachers who will be participating in professional development activities. Complete the narratives.

### **Schedule 9**

**Evaluation of Career and Technical Education Programs.** Describe how the state system of Performance Standards and Measures will be used to develop, evaluate, and continuously improve the performance of CTE programs, including an assessment of how the needs of special populations are being met.

### **Schedule 10**

**Improvement, Expansion, and Modernization.** Indicate in the program area checklist activities for school year 2019-2020 that are intended to initiate, improve, expand, and modernize quality career and technical education programs. Complete the narrative.

### **Schedule 11**

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

### **Schedule 12**

**Secondary/Postsecondary Linkages.** Identify and provide details (where applicable) for school year 2019-2020 activities implemented to facilitate linkage between and transition from secondary to future education and training opportunities.

**Career and Academic Counseling/Coaching.** Describe how the career guidance and academic counseling provide information on postsecondary education and career options.

**Career Fairs, Placement Services and Job-Seeking Skills.** Describe activities that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields.

**High Schools that Work (HSTW) and/or Making Middle Grades Work.** Describe HSTW programs that will be implemented (where applicable).

**Postsecondary Credit Options.** Describe options such as dual enrollment, concurrent enrollment programs, or early college high school. (Specify courses/programs.)

### Schedule 13

**Equity Provisions of General Education Provision Act.** Describe steps to ensure equal access to, and equal participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equal participation, including barriers based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

### Schedule 14

**Labor Market Needs.** Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

### Schedule 15

**Participation in Regional Career and Technical Education Centers.** (Only to be completed by school divisions participating in regional CTE centers that serve multiple divisions.)

#### **Column A: Total CTE Students in School Division**

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

#### **Column B: Number of CTE Students Enrolled in Courses in Regional CTE Technical Center**

Indicate the number of students from your division participating in a regional technical center. Use current year data.

#### **Column C: Percent of CTE Students**

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

#### **Column D: Amount of Perkins Funds to be Sent to the CTE Regional Technical Center**

The amount of Perkins funding in Column D **must equal** the percentage identified in Column C. (Multiply total Perkins funding allocation times percentage in Column C.) **NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.**

### Schedule 15-A

**CTE Regional Technical Center Funding.** (Only to be completed by CTE Regional Technical Centers.)

List each school division that participates in the regional technical center, including the Perkins Funding allocated to the center.

### Schedule 16

**Career and Technical Education Financial Data**

#### **Administration (State and Local Funds)**

##### **Lines 1 and 2: Principals and Assistant Principals**

Indicate the **TOTAL PROJECTED COSTS** of CTE center administrators (principals and assistant principals) by category. Indicate projected state and local for each.

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

##### **Line 3: Extended Contracts**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all CTE program areas.

##### **Line 4: Adult Occupation Supplements**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for adult supplements.

**Line 5: Adult Occupation Teachers (Full-time)**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for all full-time adult teachers.

**Line 6: Adult Occupation Teachers (Part-time)**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for all part-time adult teachers.

**Line 7: Operational Costs (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for salaries. Do not include extended contract supplements.

**Line 8: Instructional Supplies and Materials (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for instructional supplies and materials.

**Line 9: Other Instructionally Related Costs (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for other instructionally related costs.

**Line 10: Equipment (Local funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for equipment. Localities must meet the state maintenance of effort for equipment.

**Schedule 17**

**Budget of Perkins Funds**

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

*General Authority - Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).*

- 1 Column 1: A locality must fund professional development, activities to prepare special populations, and if applicable, regional program participation.
- 2 Column 2: Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).
- 3 Column 3: Contains a description of each of the Local Use of Funds Options (1-6).
- 4 Column 4: Use the drop-down menu to select the appropriate Local Use of Funds (1-6). Identify Required and Permissive funding using one activity per narrative line. The leading R or P represent Required or Permissive respectively. The total amount of permissive items may **not exceed 40 percent** of the total federal grant (a **WARNING** will appear if you exceed the 40 percent).
- 5 Column 5: Use the drop-down menu to indicate the name of the program area for which expenditures are planned using federal funds. "All" is an option.
- 6 Column 6: Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins Act.
- 7 Column 7: Use the drop-down menu to identify the object code used for budgeting expenditures.
- 8 Column 8: Use the drop-down menu to identify the source of funding: FED - Federal, State - State, or Local-Local. Fill in the amount for each category identified.

## **Schedule 18**

### **Administration/Administrative Equipment Funds and Budget Summary Worksheet**

#### **Administration and Administrative Equipment**

Enter description and amounts to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. **Object Code 5000 - a separate line has been provided to list Indirect Costs.**

The **total amount** for administration may **not exceed five (5) percent** of the total federal grant (a note will appear if you exceed the five (5) percent).

#### **Summary Budget Worksheet**

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

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

#### **Comments Page**

**Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.**



**APPENDIX A**  
**LOCAL DIVISION ASSIGNMENTS**

CONTACT INFORMATION:			
<b>George Willcox, Director, Operations and Accountability, Career, Technical, and Adult Education</b> <a href="mailto:CTE@doe.virginia.gov">CTE@doe.virginia.gov</a> or <a href="mailto:George.Willcox@doe.virginia.gov">George.Willcox@doe.virginia.gov</a> 804-786-4206		<b>Bill Hatch, CTE Coordinator, Planning, Administration and Accountability</b> <a href="mailto:CTE@doe.virginia.gov">CTE@doe.virginia.gov</a> or <a href="mailto:William.Hatch@doe.virginia.gov">William.Hatch@doe.virginia.gov</a> 804-786-4206	
Division Number	Division Name	Division Number	Division Name
002	Albemarle County	001	Accomack County
004	Amelia County	003	Alleghany County
007	Arlington County	005	Amherst County
008	Augusta County	006	Appomattox County
013	Brunswick County	009	Bath County
015	Buckingham County	010	Bedford County
019	Charles City County	011	Bland County
020	Charlotte County	012	Botetourt County
022	Clarke County	014	Buchanan County
025	Cumberland County	016	Campbell County
027	Dinwiddie County	017	Caroline County
029	Fairfax County	018	Carroll County
030	Fauquier County	021	Chesterfield County
032	Fluvanna County	023	Craig County
033	Franklin County	024	Culpeper County
034	Frederick County	026	Dickenson County
039	Greene County	028	Essex County
040	Greensville County	031	Floyd County
041	Halifax County	035	Giles County
052	Lee County	036	Gloucester County
053	Loudoun County	037	Goochland County
055	Lunenburg County	038	Grayson County
058	Mecklenburg County	042	Hanover County
060	Montgomery County	043	Henrico County
062	Nelson County	044	Henry County
067	Nottoway County	045	Highland County
069	Page County	046	Isle of Wight County
070	Patrick County	048	King George County
071	Pittsylvania County	049	King & Queen County
073	Prince Edward County	050	King William County
074	Prince George County	051	Lancaster County
077	Pulaski County	054	Louisa County
078	Rappahannock County	056	Madison County
080	Roanoke County	057	Mathews County
081	Rockbridge County	059	Middlesex County
082	Rockingham County	063	New Kent County
083	Russell County	065	Northampton County
084	Scott County	066	Northumberland County
085	Shenandoah County	068	Orange County
086	Smyth County	072	Powhatan County

**CONTACT INFORMATION:**

**George Willcox, Director,  
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Education**  
[CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or  
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[William.Hatch@doe.virginia.gov](mailto:William.Hatch@doe.virginia.gov)  
804-786-4206

Division Number	Division Name	Division Number	Division Name
090	Surry County	075	Prince William County
091	Sussex County	079	Richmond County
092	Tazewell County	087	Southampton County
093	Warren County	088	Spotsylvania County
094	Washington County	089	Stafford County
096	Wise County	095	Westmoreland County
097	Wythe County	098	York County
101	Alexandria City	102	Bristol City
104	Charlottesville City	103	Buena Vista City
106	Colonial Heights City	107	Covington city
108	Danville City	110	Fredericksburg City
109	Falls Church City	111	Galax City
114	Hopewell City	112	Hampton City
115	Lynchburg City	113	Harrisonburg City
116	Martinsville City	117	Newport News City
119	Norton City	118	Norfolk City
120	Petersburg City	121	Portsmouth City
122	Radford City	123	Richmond City
124	Roanoke City	127	Suffolk City
126	Staunton City	128	Virginia Beach City
130	Waynesboro City	131	Williamsburg-James City County
132	Winchester City	136	Chesapeake City
135	Franklin City	142	Poquoson City
139	Salem City	202	Colonial Beach
143	Manassas City	207	West Point
144	Manassas Park City	302	Jackson River Technical Center
301	Charlottesville-Albemarle Technical Ctr.	307	New Horizons Technical Center
304	Massanutten Technical Center	308	Pruden Center for Industry & Technology
306	Valley Technical Center	310	Northern Neck Technical Center
309	Rowanty Technical Center	313	Bridging Communities Regional Technical Center
311	Amelia-Nottoway Technical Center		
854	Virginia Community College System		
917	Department of Juvenile Justice		
930	Department of Corrections		



**APPENDIX B**  
**LOCAL USES OF FUNDS**

**Section 135. Local Uses of Funds**

- (a) **General Authority.**— Each eligible recipient that receives funds under this part shall use such funds to develop coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).
- (b) **Requirements for Uses of Funds. — (Virginia requires that localities fund professional development, activities for special populations, and if applicable support of regional program participation.)** Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—
  - (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
    - (A) introductory courses or activities focused on career exploration and career awareness, including nontraditional fields;
    - (B) readily available career and labor market information, including information on—
      - (i) occupational supply and demand;
      - (ii) educational requirements;
      - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
      - (iv) employment sectors;
    - (C) programs and activities related to the development of student graduation and career plans;
    - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
    - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields; or
    - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
  - (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
    - (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
    - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
    - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an

- industry, including the latest workplace equipment, technologies, standards, and credentials;
  - (D) supporting school leaders and administrators in managing career and technical education programs in schools, institutions, or local educational agencies of such school leaders or administrators;
  - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
  - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
  - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or Individuals with Disabilities Education Act;
  - (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
  - (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
  - (4) support integration of academic skills into career and technical education programs and programs of study to support—
    - (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located and
    - (B) CTE participants at the postsecondary level in achieving academic skills;
  - (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
    - (A) a curriculum aligned with the requirements for a program of study;
    - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to

facilitate the process of continuously updating and aligning programs of study with skills that re in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

- (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV)) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. u114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
- (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
- (E) a continuum of work-based learning opportunities, including simulated work environments;
- (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
- (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
- (I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
- (J) expanding opportunities for students to participate in competency-based education programs;
- (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
- (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science ad architecture) for students who are members of groups underrepresented in such subject fields;
- (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions

- aligned with career and technical education program standards and curricula;
  - (P) making all forms of instructional content widely available, which may include use of open education resources;
  - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
  - (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
  - (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
  - (T) other activities to improve career and technical education programs, and
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
- (c) **Pooling Funds.** — An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection (b)(2).
- (d) **Administrative Costs.** — Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.

## APPENDIX C

### EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact the grants administrator, Rachel Blanton at 804-225-3349 or [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov).

#### OBJECT CODE DEFINITIONS:

**1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government, educational agency and/or school division.

- Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation.
- Payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

CTE position salary and benefits costs that are considered as “administrative costs” for primary job duties that are associated with the administration of the secondary education programs. Salaries must be reported on the monthly OMEGA Reimbursement Request separately under the “CTE Program Administration” Program Area, rather than reported under “Unspecified.”

Perkins limits the amount of funds to be used for administration to no more than five percent of the grant award (Ref: Strengthening Career and Technical Education for the 21st Century Act, Section 135. Local Uses of Funds, (d) Administrative Costs). “Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for costs associated with the administration of the activities assisted under this section.”

Perkins defines “Administration” as activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. The Perkins Act further lists administration as duties for developing the state/local plan, reviewing plans, monitoring and evaluating program effectiveness, assuring compliance with federal laws, providing technical assistance, and supporting and developing state data systems relevant to the provisions of the Perkins Act.

**Administration costs do not include curriculum development activities, personnel development, or research activities.**

**2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation.

- Fringe benefits include the employer's portion of FICA, pensions, and insurance (life, health, disability income, etc.).
- Employee allowances.
- Benefits must be reported on the monthly OMEGA Reimbursement Request separately under the “CTE Program Administration” Program Area, rather than reported under “Unspecified.”

(Continued)

- 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.
- CTE Education, Adult Education, or CTE Regional Consortium services and fees paid to another authority, school division or other governmental entity.
  - Conference registration fees, airline tickets and/or lodging expenses paid directly to another public authority (VA Tech, UVA, etc.), professional organizations (VACTE, VACTEA, VATIE, VBEA, VAME, VAAE, VTEEA, VATFACS, VAHAMSEA, CTSO, etc.).
  - Payments made to county or school division credit cards for conference registration fees, airline tickets or lodging charges.
  - **Travel Expenditures**  
Each reimbursement request line entry for the travel expenditures must provide the following detailed information, as appropriate:
    - Name and Status of individual (i.e., CTE administrator, teacher, advisor, etc.).
    - Name of the meeting/training/seminar/conference (must be a Perkins education program related meeting, training and/or conference).
    - Date(s) of the travel or meeting/training/seminar/conference.
    - Location (City/State) of the travel or meeting/training/seminar/conference.
    - Type(s) of travel/training expenditure(s) included in the reimbursement amount must be itemized as follows:
      - Airfare: Number of tickets and total cost, (baggage fee if applicable).
      - Mileage (personal car): Number of miles and rate per mile.
      - Rental car: Number of days, daily rate, taxes and fees, and total cost.
      - Parking & Tolls: Number of days and amount per day.
      - Lodging: Number of rooms; number of nights; rate per night (before taxes/fees); taxes and fees; and total lodging cost.
      - Meals/Per Diem: Individual dates; indicate breakfast and amount, lunch and amount, and/or dinner and amount; or Per Diem amount less meals provided at training or conference.
      - Registration: Number of individuals and amount of registration fee.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services.
- Data processing.
  - Automotive/motor pool usage.
  - Central purchasing/central stores.
  - Print shop.
  - Risk management.

(Continued)

- 5000 OTHER CHARGES** – Includes expenditures that support the CTE program, including school division and CTE administrators, staff, teachers or consultant expenses for training, conference registration, travel, lodging, and meals (payments must be reimbursed directly to the individual).
- Conference registration fees, airline tickets, travel, lodging or meals **expenses reimbursed directly to the individual** rather than another public authority, professional organizations, airlines and/or hotels.
  - Leasing/rental fees for welding gas cylinders, etc.
  - **Indirect cost** charges paid to the educational agency, community college or school division.

#### **Travel Regulations and Expenses**

State regulations govern all travel and expenses in connection with federal Perkins grants funds. All local school division CTE program expenditures must adhere by these regulations.

- Travel expenses must adhere to state travel regulations for all federal Perkins funded expenditures.
- Travel, lodging and meal expenses may only be reimbursed at the state approved rate.

#### **Professional Organization Membership Expenditures**

Federal Perkins cannot be used for professional organization membership fees for an individual. Professional organization membership fees can only be reimbursed for a school division/organization membership.

#### **Travel Expenditures**

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

- Name and Status of individual (i.e., CTE administrator, teacher, advisor, etc.).
- Name of the meeting/training/seminar/conference (must be a Perkins education program related meeting, training and/or conference).
- Date(s) of the travel or meeting/training/seminar/conference.
- Location (City/State) of the travel or meeting/training/seminar/conference.
- Type(s) of travel/training expenditure(s) included in the reimbursement amount must be itemized as follows:
  - Airfare: Number of tickets and total cost, (baggage fee if applicable).
  - Mileage (personal car): Number of miles and rate per mile.
  - Rental car: Number of days, daily rate, taxes and fees, and total cost.
  - Parking & Tolls: Number of days and amount per day.
  - Lodging: Number of rooms; number of nights; rate per night (before taxes/fees); taxes and fees; and total lodging cost.
  - Meals/Per Diem: Individual dates; indicate breakfast and amount, lunch and amount, and/or dinner and amount; or Per Diem amount less meals provided at training or conference.
  - Registration: Number of individuals and amount of registration fee.

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

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

- Excludes supplies and materials as defined by the [Virginia Department of Planning and Budget's Expenditure Structure](#), Part II.A 13-XX, Supplies and Materials, August 2012, (pages 12-15).

(Continued)



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

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

- Listed on the State Approved Equipment for CTE Programs listed on the VDOE Web site at: [www.doe.virginia.gov/instruction/career\\_technical/equipment/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/equipment/index.shtml)
- It retains its original shape, appearance, and character with use;
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- It is non-expendable;
- Under normal use, it can be expected to serve its principal purpose for at least one year; and

Federal Perkins funds **CANNOT** be used for:

- Capital improvements, upgrades or improvements to physical structures, buildings, classrooms, laboratories, and etc.
- Purchase used or repaired equipment.
- To repair equipment or to purchase repair parts for equipment.
- Installation of equipment unless installation is included in the original purchase price of the equipment.
- Purchase materials, supplies and/or commodities that are consumed or materially altered when used (i.e., welding gases, paints, lumber, sheet metal, batteries, solvents, and etc.).

Federal Perkins funds **CAN** be used for:

- Purchase a classroom reference set of textbooks and instructional resources.
- Computer and software upgrades.
- Rechargeable batteries if part of the original purchase price of equipment (i.e., digital camera, portable drill, etc.).

Equipment expenditures line entry descriptions must provide the following information:

- Description of the item(s) being purchased.
- Number of items purchased.
- Individual item cost.
- Name(s) of the school(s) that the equipment was purchased for.



**Virginia Department of Education  
Office of Career, Technical, and Adult Education**

**LOCAL PLAN  
FOR  
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS  
2019-2020**

**A copy of this signed form must be faxed to the Office of Career, Technical, and Adult Education at 804-530-4560  
or emailed to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov)**

**Division and Contact Information - to be Completed by School Division**

Division Applicant Name (Legal Name of Agency)			Division		CTE Administrator		
VIRGINIA BEACH CITY PUBLIC SCHOOLS			Number 128				
Mailing Address (Street, City or Town, and Zip Code)				Mailing Address (If different than applicant address)			
Phone (ext):			Fax:			Phone (ext):	
Numbers Only		Ext.	Numbers Only			Numbers Only	
E-mail:							

**Certification**

**The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. The affixed signatures below certify this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:**

**Requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).  
Please note this includes:**

- Perkins V Technical Skills Assessment Certification
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions (Conditions - Item 10)
- Certification of Non-Construction and Construction Programs (Conditions - Item 11)
- Disclosure of Lobbying Activities (Conditions - Item 12)
- Coordination of Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan\*
- Performance Assessment Results (Performance Assessment Tab)
- Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab) and
- Evaluation of Career and Technical Education Programs CTEMS Schedule 9 (CTEMS Schedule Tab)

\_\_\_\_\_  
CTE Local Advisory Chairperson (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local Community College Perkins Administrator  
(Signature)\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local CTE Administrator (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board Chairperson (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Superintendent (Signature)

\_\_\_\_\_  
Date

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)****Assurances (continued on next page)**

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))

Size:

- a. A minimum of 11 courses in career and technical education is offered in each secondary school.  
(Standards of Accreditation 8 VAC 20-131-100.B)

Scope:

- b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
- c. Instruction in career and technical exploration is provided in each middle school.  
(Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

- d. Career and technical education programs incorporated into the K through 12 curricula that include:
- \* Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  - \* Career exploration opportunities in the middle school grades; and
  - \* Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).
- f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
- i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)  
Assurances (continued from previous page)**

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. Funds made available under this Perkins Act (Perkins V) may be used to provide additional funds under an applicable program, including the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act. (Sec. 221(a)(b))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins V, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(d))
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(4))
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. (Sec. 211(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 314(1) and (2))
9. No funds received under this Perkins Act will be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this ACT may be used by such students. (Sec. 215)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 222)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 217)
12. None of the funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Sec. 122(d)(13))
13. Programs funded under the Perkins Act will be coordinated with the local workforce development boards and other local workforce agencies. (Sec. 134(b)(3))
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment. (8VAC 20-120-120)

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)  
Assurances (continued from previous page)**

15. The local school division shall:
  - a. identify the number of special population students enrolled in career and technical education programs;
  - b. assess the career and technical needs of the students identified as special populations; and
  - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.(Sec 124(c)(2)(E))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(d)) (8VAC 20-120-50)
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) . (Sec. 113)
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. (Sec. 134(b)(9)) (8VAC 20-120-100) (See 34 CFR Sections 100-6(d), 106.9, 104.8, 110.25, and 108.9)
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines. (8VAC 20-120-70)
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation. (Sec. 134(b)(5)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 30, 2019.  
(Refer to Superintendent's Memorandum #191-18, dated July 20, 2018)
25. Effective school year 2019-2020, school divisions must complete a Comprehensive Local Needs Assessment every two years. The initial assessment must be submitted with the CTE Local Plan by April 30, 2019. (Sec 134(b)(c)).

**Conditions**

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased. (8VAC 20-120-80)
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (four-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

**Perkins V Technical Skills Assessment Certification**  
**(To be submitted annually with Local Plan and Budget Application.)**

1. I certify that all Career and Technical Education (CTE) programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.
2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
  - a) Competencies are specified to students prior to instruction.
  - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
  - c) An internal evaluation system (i.e., state supplied Student Competency Record)\* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

\*Student Competency Records should be used accordingly:

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance attainment level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years after graduation.

**PERFORMANCE ASSESSMENT for 2017-2018**  
**(Annual Submission Required)**

The school division's local plan should reflect activities/projects that address Perkins Performance Standards that have not improved or that do not meet the Virginia Agreed Upon Perkins Performance Levels. This information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program Monitoring visits.

If a performance standard is not met, the school division must explain why and the actions taken to improve performance on the following page. Once a school division has met the state performance standards, they must maintain or show continuous improvement each year.

Directions: Provide the school division's actual performance levels for 2017-2018 for all completers and special populations.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2017 - 2018	2017 - 2018 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	85.00%	98.63%	97.78%
1S2	Academic Attainment - Mathematics (Highest Level)	85.00%	97.73%	96.28%
2S1A	Technical Skills Attainment - Student Competency Rate	92.00%	96.35%	96.17%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	82.00%	99.58%	99.35%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	83.00%	97.89%	96.31%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	75.00%	97.47%	95.68%
2S1E	Technical Skills Attainment - Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	78.00%	97.61%	95.85%
3S1	Secondary School Completion	96.50%	100.00%	
4S1	Graduation Rate	93.50%	96.91%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.50%	98.60%	95.88%
5S1	Program Completer Response Rate	75.00%	57.35%	
6S1	Nontraditional Career Preparation Enrollment	31.50%	33.80%	
6S2	Nontraditional Career Preparation Completion	28.00%	29.37%	

\*\* EOC - End-of-Course

**PERFORMANCE ASSESSMENT**

(Continued from previous page)

Refer to your school division's Annual Performance Report for detailed information.

1. How many performance standard(s)/element(s) were <b>not met for first time</b> ?	0
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.	
n/a	

2. How many performance standard(s)/element(s) were <b>not met for two consecutive years</b> ?	0
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met and what action was taken in prior years to improve the performance.	
n/a	

3. How many performance standard(s)/element(s) were <b>not met for three consecutive years</b> ?	1
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met and what action was taken in prior years to improve the performance.	
5S1-Program Completer Response Rate	
The addition of a Qualtrics survey service subscription in the spring of 2018 allowed more data to be gathered from exiting seniors and will increase the reach for the follow-up survey. Beginning in the Spring of 2019 Virginia Beach Schools will use Qualtrics to deploy completer surveys via email and text to completers from the class of 2018. Qualtrics also powers the survey deployed to completers through the Weldon Cooper Center. Virginia Beach will build off a model started by other divisions meeting this goal and expects improvement in 2019 numbers.	



**2018-2019 PERFORMANCE ASSESSMENT TARGETS**

School divisions are required to meet or exceed the Virginia Agreed Upon Performance Levels. For your information, the following chart provides the list of Perkins Core Indicators of Performance, the 2018-2019 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 133-18, dated November 13, 2018.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2018 - 2019	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	87.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	87.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	93.00%	Final Completer Demographics Report (CDR) and Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	85.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	85.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	78.00%	
2S1E	Technical Skills Attainment - Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	81.00%	
	<b>Information Indicator -</b> Completers who earned an Advanced Studies Diploma <b>and</b> passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	97.00%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	94.00%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	94.00%	CTE Follow-up Survey of Program Completers
5S1	Program Completer Response Rate	75.00%	CTE Follow-up Survey of Program Completers
6S1	Nontraditional Career Preparation Enrollment	31.75%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	28.10%	Final Completer Demographics Report (CDR)

\* Based on Virginia's Annual Measurable Objectives (AMO) for all students under the ESEA Act, flexibility waivers were granted by USDOE in March 2013. Reading – Calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year. Mathematics – Calculated in fall 2012 based on results of new statewide mathematics assessments administered for the first time during the 2011-2012 school year. In July 2014, USDOE approved the extension of Virginia's ESEA flexibility waiver based on revised methodology.

\*\* EOC - End-of-Course

### CTEMS CHECKLIST 2019-2020

#### 1. CTEMS Schedules Required for School Divisions and Regional Centers (All Schedules are required.)

	<a href="#">Schedule 1 - Stakeholder Participation/Involvement</a>		<a href="#">Schedule 10 - Improvement, Expansion, and Modernization</a>
	<a href="#">Schedule 2 - Advisory Committee Participation/Involvement</a>		<a href="#">Schedule 11 - Using Data to Improve Career and Technical Education</a>
	<a href="#">Schedule 3 - Application for Local Career Cluster/Pathway Plans of Study</a>		<a href="#">Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services</a>
	<a href="#">Schedule 4 - Special Populations Report</a>		<a href="#">Schedule 13 - Equity Provisions of General Education Provision Act</a>
	<a href="#">Schedule 5 - Strengthen/Improve Academic and Technical Skills</a>		<a href="#">Schedule 14 - Labor Market Needs</a>
	<a href="#">Schedule 6 - Work-based Learning Opportunities</a>		<a href="#">Schedule 15 - Participation in Regional Technical Education Programs</a>
	<a href="#">Schedule 7 - Technology in Career and Technical Education</a>		<a href="#">Schedule 16 - Career and Technical Education Financial Data</a>
	<a href="#">Schedule 8 - Professional Development Provided</a>		<a href="#">Schedule 17 - Budget of Perkins Funds and Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet</a> <a href="#">(Go to CTEMS Budget Schedules Tab 17-18)</a>
	<a href="#">Schedule 9 - Evaluation of Career and Technical Education Programs</a>		

**CTEMS SCHEDULE 1**  
**Stakeholder Participation/Involvement**  
**2019-2020 Plan**

**Section 134(b):** The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.

**Section 134(d) and Section 122(c)(1)(A):** Describe how parents; students; academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; representatives of the Workforce Investment Council; representatives of business (including small business) and industry; labor organizations; representatives of special populations; representatives of agencies serving out-of-school, homeless, and/or at-risk youth; and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	supplied information	provided substantive consultation	reviewed and critiqued the plan or sections of the plan
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of labor organization	X	X	X
Representatives of agencies serving out-of-school, homeless, and/or at-risk youth	X	X	X
Representatives of Workforce Investment Council	X		X
Community representatives and other interested individuals	X		X
Representatives of special populations	X		X
Representatives of local community colleges	X	X	X
Teachers			X
Parents			X
Students			X

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2018-2019 school year.

General Advisory Council (GAC) members provide information on local labor market data, assist in developing new courses, and provide assistance in disseminating information to other stakeholders outside the school division. Members support technical and career education (TCE) via presenting at public hearings, emailing legislators, and contacting other educational agencies for the betterment of TCE and education for all students. Members are involved in the evaluation of TCE programs, and programs regularly present to the GAC. GAC members have been instrumental in fostering new partnerships between the TCE office and other local businesses.

**CTEMS SCHEDULE 2**  
**Advisory Committee Participation/Involvement**  
**2019-2020 Plan**

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs and local needs assessment. The advisory committee, which meets regularly, is a group of persons representing business and industry; labor organization; Workforce Investment Council; agencies serving out-of-school, homeless, and/or at-risk youth; special populations; local community colleges; teachers; parents; students; and other interested community leaders for the purpose of providing recommendations, direction, and assistance to CTE. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include the CTE administrator.

This schedule must provide a list of the names of the stakeholders indicated on Schedule 1 that contribute to the development of the local Perkins plan.

List below only one individual from each category (with the exception of business and industry, which must list three-one for each of three different career and technical education programs) on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of CTE programs and local needs assessment. Additional members may be listed on the Comments Page of this application following Schedule 18.

<b>Group ID Letter:</b>	<b>P : Parents</b> <b>S : Students</b> <b>T : Teachers</b> <b>L : Labor Organization</b> <b>W : Workforce Investment Council</b>	<b>B&amp;I : Business and Industry (3 minimum)</b> <b>CC : Local Community College</b> <b>SP : Special Populations</b> <b>O : Community Representative/Other Interested Individuals</b> <b>A : Out-of-School, Homeless, and/or At-Risk Youth</b>
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Britt, Alaina	Parent (Tech Center)	P
Sullivan, Alex	Student	S
Spruill, James	Trade & Industry Teacher	T
Mallinson, Amy	Virginia Beach Schools Federal Credit Union	B&I
Ekker, David - Engineering Dean	Tidewater Community College	CC
Roni Myers-Daub- Executive Director Office	Virginia Beach City Public Schools	SP
Stewart, Jerry - Workforce Development C	City of Virginia Beach - Economic Developme	L
Gall, Huner - Biomodeling Engineer	CIRS	B&I
Burke, Diana - Executive Director	Virginia Beach Hotel Association	B&I
Avery, Shawn Avery - President and CEO	Hampton Roads Workforce Council formerly	W
Wrenn, Lori - Community Member	Virginia Beach Resident	O
Arnold, Aaron - Workforce Development S	WIOA Contract Employee serving Out-of-Sch	A

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2019-2020 school year.

Members of the career and technical General Advisory (GAC) and the stakeholder participants are updated on the Perkins plan during the quarterly meetings. During the third quarter meeting, the proposed Plan is discussed and reviewed prior to submitting for approval of the School Board. During the 2019-20 school year, committee members will be actively engaged in promoting and sharing Virginia Beach CTE via presentations at local, state, and national conferences. Additionally, committee members will continue the review of CTE programs through participation in classroom observations, participation in the STEM Trifecta Challenge, and CTSO events and activities.

### CTEMS SCHEDULE 3

## Application for Local Career Cluster/Pathway Plans of Study 2019-2020 Plan

## INSTRUCTIONS/PROCEDURES

Assistance for completing the CTE Career Cluster/Pathway Plans of Study may be found on the [CTE Career Cluster webpage](#).

Effective school year 2013-2014 and beyond, beginning in middle school, all students shall have an Academic and Career Plan that is reviewed before a student enters the ninth and eleventh grades (8VAC 20-131-140).

Assistance for completing Academic and Career Plans may be found on the [Academic and Career Plan webpage](#).

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(2)(B). However, to ensure your division's previous Plans of Study (submitted over the past 10 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please e-mail a Microsoft Word file of your completed 2019-2020 Plan of Study to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) for separate approval.

### LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

[illegible]

## Application for Local Career Cluster/Pathway Plans of Study 2019-2020 Plan

**Please e-mail a Microsoft Word file of your completed 2019-2020 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.**

## PLANS OF STUDY SUBMITTED FOR 2019-2020 LOCAL PLAN

[illegible]

1. Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
  - i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
  - ii. career and technical education subjects.\*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.\*
3. Ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.\*
4. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).\*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits/elements.
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/occupational competency skill assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.\*

\* Required

**CTEMS SCHEDULE 3 (Continued)**  
**Application for Local Career Cluster/Pathway Plans of Study**  
**2019-2020 Plan**

**Section 134(b)(2)(B):** Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page.

Virginia Beach City Public Schools is developing a plan of study to include expanded dual enrollment offerings in Hospitality and Lodging through courses at our Advanced Technology Center and Tidewater Community College (TCC) in the 2020-21 school year. During the 2019-2020 plan year work will continue to develop our first registered youth apprenticeship with dual enrollment leading to a career certificate. This plan will include partnerships with the Virginia Beach Hotel Association and Tidewater Community College.



**CTEMS SCHEDULE 4**  
**Special Populations Report**  
**2019-2020 Plan**

**A. Identify the number of economically disadvantaged, disabled, homeless, English learners, foster care, students with parent(s) in active military, single-parent, nontraditional (underrepresented gender groups), and out-of-workforce individuals, students eligible for services provided by your school division.**

<u>Number of Economically Disadvantaged (Grades K-12)</u>	<u>Number of Students with Disabilities (Grades K-12)</u>	<u>Number of Homeless Students (Grades K-12)</u>	<u>Number of English Learners (Grades K-12)</u>	<u>Number of Students in Foster Care (Grades K-12)</u>	<u>Number of Students with Parent(s) in Active Duty (Grades K-12)</u>	<u>Number of Single-parents (Grades 7-12)</u>	<u>Number of Non-traditional (under- represented gender groups) (Grades 7-12)</u>	<u>Number of Out-of-Workforce Individuals (Grades 7-12)</u>
26,697	7,057	605	1,930	70	13,063			

**B. Section 134(b)(5)** Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations.

CTE programs are open to all students, are publicized/promoted, and are included in the Student Course Guide given to students prior to enrolling/scheduling. Counselors provide information regarding TCE opportunities through in-service sessions conducted by school division personnel. Outreach and recruitment efforts include an Academic and Career Planning Fair that showcases career exploration (elementary, middle, and high). In-service workshops and professional development opportunities targeted for special populations are available. Disadvantaged/disabled youth are evaluated via the Vocational Evaluation program to assess the best fit for student aptitude/interests in CTE courses. Students at risk of dropping out or having little success in a traditional high school setting are referred to the Renaissance Academy for a combined academic and CTE program. At risk students are also served through grant programs with our local workforce development board.

**CTEMS SCHEDULE 4 (continued)**  
**Special Populations Report**  
**2019-2020 Plan**

**C. Section 134(b)(5)** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Virginia Beach City Public Schools' Office of Technical and Career Education may modify CTE programs to enable students to meet the state adjusted levels of performance. Some modifications may include job coaching, transition employment services, and career counseling. Members of special populations are also eligible for funding for participation in Career and Technical Student Organizations for co-curricular leadership and competition opportunities.

**D. Section 134(b)(5)(D)** Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Examples of monitoring tools to ensure that individuals are not discriminated against include the following: the Individualized Education Plan (IEP) of each special population student provides a vehicle to monitor the progress of students enrolled in CTE programs. CTE coordinators work with the schools to promote programs for all student populations, including disadvantaged, Limited English Proficiency (LEP), and disabled students. Vocational assessments, school tours, open houses, center brochures, back-to-school nights, individual counseling and planning, and parent involvement are all avenues used in planning the student's five-year program of study.

**CTEMS SCHEDULE 4 (continued)****Special Populations Report****2019-2020 Plan**

**E. Section 134(b)(5)(A-B)** Indicate below the activities and other resources/services your school division provides to prepare special populations, including single parents and out-of-work individuals, for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, including promoting preparation for non-traditional fields.

SERVICES PROVIDED	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	HOMELESS	ENGLISH LEARNERS	FOSTER CARE	PARENT(S) IN ACTIVE DUTY	SINGLE-PARENTS	NON-TRADITIONAL	OUT-OF-WORK INDIVIDUALS
Supplemental basic academic instruction	X	X		X					
Supplemental social growth activities									
High-interest reading materials for struggling readers	X	X		X				X	
Instructional or teacher aides	X	X		X					
Mentoring programs									
Systematic tutoring									
Career and technical assessment	X	X		X					
Career counseling	X	X		X				X	
Transportation for work experience		X							
Student Apprenticeship									
Work-study programs									
Coop education	X	X		X				X	
Job placement and follow-up	X	X		X				X	
Job-coach and job-transition services	X	X							
Work-site visitation	X	X		X				X	
CT student organizations	X	X		X				X	
Field trips	X	X		X				X	
Child-care									
Special transportation									
Special seminars for fathers, teens, etc.									
Other: (specify)									
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X		X				X	

**CTEMS SCHEDULE 5**  
**Strengthen/Improve Academic and Technical Skills**  
**2019-2020 Plan**

**Section 135(b)** Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

**Directions**

For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place an X in the field marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects		X	X	X	X	X	X	X	X
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects		X	X	X	X	X	X	X	X
c. Developing and implementing academic and career and technical collaborative lesson plans		X	X	X	X	X	X	X	X
d. Implementing academic/career and technical team teaching				X	X		X		
e. Providing dual credit options			X		X			X	X
f. Providing joint academic/career and technical instructional assignments		X	X	X	X	X	X	X	X
g. Planning for and participating in joint academic/career and technical field trips to business/industry		X	X	X	X	X	X	X	X
h. Providing a senior research project with academic and career and technical education components									
i. Other (specify)									

**CTEMS SCHEDULE 5 (Continued)**  
**Strengthen/Improve Academic and Technical Skills**  
**2019-2020 Plan**

**Section 134(b)(4)** Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

Curriculum writing teams and individual teachers utilize the crosswalks available through curriculum frameworks at the CTE Resource Center to make connections between CTE competencies, relevant SOL standards, and local Virginia Beach Objectives. Professional development for teachers and staff focuses on unpacking the state, local, and industry certification standards to be sure that all students receive rigorous instruction that aligns with each. Curriculum resources are offered for tier 1 instruction, remediation, and personalized enrichment. CTE courses rely on this model to provide world-class instruction. These efforts are enhanced with access to relevant industry credentials and real world internships. Additionally, CTE students enroll in the same rigorous core academic programs as any student in the division.

**CTEMS SCHEDULE 6**  
**Work-based Learning Opportunities**  
**2019-2020 Plan**

**Section 134(b)(6):** Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, work-based learning opportunities.

**Directions**

For each of your Perkins supported programs, place an X in the field for every activity for school year 2019-2010 that are intended to provide students with work-based learning opportunities.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. CTE curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry		X	X	X	X	X	X	X	X
b. Work-site experiences provided									
Clinical Experience						X			
Cooperative Education			X		X		X		
Internship			X		X			X	X
Job Shadowing									
Mentorship									
Service Learning									
Student Apprenticeship									
c. Participation of Business/Industry Reps									
Mentoring opportunities provided			X		X		X	X	X
Shadowing opportunities provided			X		X		X	X	X
Business/industry tours		X	X	X	X	X	X	X	X
Class presentations		X	X	X	X	X	X	X	X
Program Evaluation		X	X	X	X	X	X	X	X
Other Specify:									

**CTEMS SCHEDULE 6 (Continued)****All Aspects of Industry****2019-2020 Plan**

**Section 134(b)(6):** Describe the work-based learning opportunities that the school division will provide to students participating in career and technical education programs and how the school division will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Virginia Beach City Public Schools relies on our local industry partners to strengthen real-world connections to industry in all CTE classes. These partners serve on the local CTE General Advisory Council (GAC) and volunteer time in CTE classrooms. An example of one such partnership is IMS Gear. In the 2017-18 school year IMS Gear hosted plant tours and an information night about careers in mechatronics for students and parents. Engineering students were encouraged to apply for an internship in the second semester. The intent was to give all students involved an understanding of modern manufacturing in our region. Students currently interning at IMS Gear will be eligible for their apprenticeship program upon graduation. IMS Gear, STIHL, Huntington Ingalls and others will take a part in a STEM Career Expo at the 2019 STEM Trifecta event. This event reaches about 1200 students in our city.



**CTEMS SCHEDULE 7**  
**Technology in Career and Technical Education**  
**2019-2020 Plan**

Please follow the directions below to show how the school division will develop, improve, or expand the use of technology in career and technical education.

**Directions**

For each of your Perkins supported programs, place an X in the field for any activity for school year 2019-2020 that are intended to develop, improve, or expand the use of technology.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.		X	X	X	X	X	X	X	X
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.		X	X	X	X	X	X	X	X
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).		X	X	X	X	X	X	X	X
d. Provide technology applications in classroom instruction (including computer applications).		X	X	X	X	X	X	X	X
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.		X	X	X	X	X	X	X	X
f. Other (specify)									

**CTEMS SCHEDULE 7 (Continued)**  
**Technology in Career and Technical Education**  
**2019-2020 Plan**

Describe how the school division will develop, improve, or expand the use of technology in career and technical education.

The division remains committed to exposing students to the latest technologies and tools used in industry. Business partners from our General Advisory Council (GAC) work with curriculum specialists and teachers to make recommendations on technology and equipment purchases. To support these recommendations, the division continues to allot Perkins funds to support purchases of technology and related training.

**CTEMS SCHEDULE 8**  
**Professional Development**  
**2019-2020 Plan**

**Section 134(c)(2)(D)** Please follow the directions below to show how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**Directions**

For each of your Perkins supported programs, place an X in the field for any activity for school year 2019-2020 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any CTE program.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:									
(1)Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.		X	X	X	X	X	X	X	X
(2)Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.		X	X	X	X	X	X	X	X
(3)Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers		X	X	X	X	X	X	X	X
(4)State-of-the-art career/technical programs and techniques		X	X	X	X	X	X	X	X
(5)Effective teaching skills based on research		X	X	X	X	X	X	X	X
(6)Effective practices to improve parental and community involvement		X	X	X	X	X	X	X	X
(7)Opportunities for National Board Certification to provide teachers access to Virginia incentives		X	X	X	X	X	X	X	X
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry		X	X	X	X	X	X	X	X
c. Regional, state, and college teacher placement job fairs			X		X			X	
d. Virginia Teachers for Tomorrow training program.					X				
e. Business/industry internship programs for teachers									X
f. Other (specify)									

**CTEMS SCHEDULE 8 (Continued)****Professional Development****2019-2020 Plan**

**Section 134(c)(2)(D)** Describe how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

VBCPS offers professional development opportunities for CTE teachers. To meet teacher needs and licensure requirements, CTE teachers are encouraged to attend summer conference in their curriculum area. They also may attend local seminars for professional development or propose their own professional development activities. These may include internships, shadowing, other conferences, and work with industry representatives. Additionally, the division sends teachers, administrators, and guidance staff to national CTE and industry training/conferences each year. Attendees at these events are required to present best practices from the events to other staff members upon their return. To improve teaching practice and move toward transformational learning, CTE teachers are included with core practitioners in professional development geared toward pedagogy. (ex. VASCD conference)

**CTEMS SCHEDULE 8 (Continued)****Professional Development****2019-2020 Plan****Directions**

For each of your Perkins supported programs, indicate the number of teachers who will participate in the professional development activities.

ACTIVITIES		DIVISION PROGRAMS								
<b>Note: All professional development provided must meet requirements as identified in Perkins V.</b>  <b>Indicate the number of teachers/ administrators participating within the fields for each program area(s).</b>		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	
		a. State conferences, institutes, or workshops (including virtual training programs)	1	16		47	2	16	3	13
		b. National conferences, institutes, or workshops	0	2		2	2	2	1	4
		c. Local conferences, institutes, or workshops	1	37		75	4	21	57	30
		d. Internship in industry								1
		e. Other (specify)								

**Section 134(b)(8) Describe how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.**

Virginia Beach City Public Schools CTE administrative staff works with human resources to travel to hiring fairs and colleges (traditional and career-switcher) to recruit qualified teachers for hard to staff areas. Once hired, teachers from both traditional preparation programs and career-switchers are assigned veteran CTE mentors. Additionally, new teachers work closely with curriculum coordinators in their subject area to ensure a smooth transition. The accomplishments of teachers and school counselors are recognized each year through a program naming a citywide CTE Teacher (high school and middle school) and a CTE School Counselor of the Year.

**CTEMS SCHEDULE 9**  
**Evaluation of Career and Technical Education Programs**  
**2019-2020 Plan**

**Section 134(c)(2)(A):** Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Programs are evaluated using a combination of factors. These include student competency mastery as described in the curriculum frameworks provided by the CTE Resource Center, student performance on industry certification exams identified for each course, and complete follow-up survey data. Additionally, teacher performance is evaluated through the same system used to evaluate core subject teachers in Virginia Beach. These benchmarks are combined with site visits from administrative staff and industry partners to provide comprehensive assessments of program performance. The needs of students from special populations are monitored by teachers, parents, CTE staff, and stakeholders from the Office for Programs for Exceptional Children.

**CTEMS SCHEDULE 10**  
**Improvement, Expansion, and Modernization**  
**2019-2020 Plan**

**Section 135(b)(5)(D):** Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

**Directions**

For each of your Perkins supported programs, place an X in the field for any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.			X		X	X	X	X	X
b. Revise/update instructional materials.			X		X	X	X	X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program.		X	X		X	X	X	X	X
d. Modernize program offerings in occupational area.			X		X	X	X	X	X
e. Conduct labor market analysis related to area.			X		X	X	X	X	X
f. Conduct community surveys (may include surveys of groups such as your local boards and community groups).		X	X		X	X	X	X	X
g. Initiate new program(s) or courses based on labor market needs.			X						X
h. Expand career and technical program offerings to provide greater student choice.			X				X		
i. Incorporate technology applications in the classroom/laboratory.		X	X		X	X	X	X	X
j. Certify teachers in industry or professional/trade association.		X	X		X	X	X	X	X
k. Incorporate industry or professional/trade association certification standards.		X	X		X	X	X	X	X
l. Provide training in high tech or telecommunications occupations.			X					X	X
m. Other (specify)									

**CTEMS SCHEDULE 10 (Continued)**  
**Improvement, Expansion, and Modernization**  
**2019-2020 Plan**

**Section 135(b)(5)(D): Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.**

Virginia Beach City Public Schools will continue to work with all stakeholders (students, parents, teachers, administration, and industry partners) to evaluate and improve CTE programs for all students. The General Advisory Council (GAC) meets quarterly to review programs and make suggestions for program improvements.



**CTEMS SCHEDULE 11**  
**Using Data to Improve Career and Technical Education**  
**2019-2020 Plan**

**Section 134(c)(2)(A):** Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

1. Chart the academic achievement levels obtained in each program area, focusing on industry certification and project based learning.
2. Compare academic and occupational achievement levels of special needs populations, and set goals for increased student achievement.
3. Conduct meetings with high school principals on industry credentials per building and complete follow-up data.
4. Provide professional development opportunities to all CTE teachers based on industry recommendations and data analysis.
5. Provide curriculum roundtables in all program areas - to include curriculum updates, CTSO planning, industry credentials, data collection, and analysis.

**CTEMS SCHEDULE 12****Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services  
2019-2020 Plan**

**Section 135(b)(1)(A-F)** Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Place an X in the field for each option you have implemented to facilitate a linkage between, and transition from, secondary to postsecondary programs.

**Career assessment programs (please indicate programs that you are using).**

	<b>Virginia Education Wizard</b>
<b>Or Other:</b>	Describe: Career Scope is used in our vocational evaluation assessment program. The data provided from Career Scope is currently more valuable than that provided from Virginia Wizard.
	<b>Career and academic counseling/coaching.</b>  <b>Section 135(b)(1)(D):</b> Describe how career guidance and academic counseling provide information on postsecondary education and career options.
	Describe: Student Support Services and the Office of Technical & Career Education have created a comprehensive plan for Academic and Career Planning. This plan includes a website with access to resources for families, an instructional video series, classroom instruction at the elementary, middle and high school levels, one-on-one career counseling in 7th and 10th grades. These resources have been demonstrated for all principals, all school counseling department chairs, and to the community on a Navigating the Journey night. Schools will implement advisory times for all students in the 2019-20 school year.
	<b>Career fairs, placement services, and job seeking skills.</b>  <b>Section 135(b)(1)(E):</b> Describe activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including nontraditional fields.
	Describe: Virginia Beach City Public Schools hosts a wide array of career fair and job shadow activities for all students. These include school career fairs, citywide job shadow days, Official for a Day, corporate tours, career representation at the STEM Trifecta, and more. Additionally schools bring in business leaders on a weekly basis to meet with students interested in learning more about their fields during choice time offered through our One Lunch Program. Our CTE Centers also offer tours and shadowing days to elementary and middle schools students.

**CTEMS SCHEDULE 12 (Continued)**  
**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services**  
**2019-2020 Plan**

	<b>High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)</b>
	Describe: N/A
	<b>Section 134(b)(7): Postsecondary Credit Options, such as dual or concurrent enrollment programs or early college high school. (Specify courses/programs.)</b>
	Describe: Virginia Teachers for Tomorrow (Family & Consumer Science), Welding I & II (Trade and Industry), CISCO (Trade and Industry), Cybersecurity I & II (Business & Information Technology), Accounting (Business & Information Technology), Engineering (Technology Education) are currently offered for dual enrollment credit.
	<b>Other (specify)</b>
	Describe: Old Dominion University Experiential Learning Agreement - Fashion Merchandising and Engineering Technology. The Hotel Marketing program articulates with Johnson & Wales University.

**CTEMS SCHEDULE 13**  
**Equity Provisions of General Education Provision Act**  
**2019-2020 Plan**

**Section 134(b)(5)(C-D)** Develop a brief plan stating steps that will be taken to ensure equal access to, and equal participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equal participation, including barriers based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

Virginia Beach City Public Schools provides awareness of and sensitivity to the issues listed above through workshops and group counseling; provides awareness of people functioning in nontraditional roles, jobs, and professions through job shadowing, field trips, career days, advisory committees, and tours of school facilities, classrooms, and laboratories that prepare students for nontraditional roles; encourages participation in all programs and activities through active recruitment in all programs and activities of under-represented genders, providing transportation or child care, and exchanges among educators and business representatives. Virginia Beach City Public Schools ensures appropriate representation of genders, race, color, national origins, disabilities, and age in all activities, in all instructional materials, and in all promotional materials.

**CTEMS SCHEDULE 14**  
**Labor Market Needs**  
**2019-2020 Plan**

**Section 134(e)(2)(C-D):** Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

Labor market needs are reviewed and addressed when Virginia Beach City Public Schools brings a new course proposal to the School Board for approval. The course proposal process requires each new proposal to include data on labor market needs and job outlook for five years. Our General Advisory Council plays a major role in identifying potential new career and technical education courses that match local labor force requirements as determined by Virginia Beach Economic Development; council members provide input and information regarding the job outlook for specific industries in our area. The General Advisory Council resources used to obtain labor market data include Virginia Employment Commission and Virginia Workforce Connection (VMI tools).

## CTEMS SCHEDULE 15

## Participation in Regional Technical Education Centers

(Only to be completed by school divisions participating in regional career and technical education centers that serve multiple divisions.)

## 2019-2020 Plan

<b>COLUMN A:</b> Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Technical Center	<b>COLUMN B:</b> Number of CTE Students Participating In Regional Technical Center (Unduplicated Count, Grades 7-12, if applicable)	<b>COLUMN C:</b> Percent of CTE Students Attending Regional Technical Center (Column B/Column A)	<b>COLUMN D:</b> Amount of Perkins Funds Sent to Regional Technical Center (Based on percent in Column C)
		Complete Columns A and B for Calculation	

**NOTE:** Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.

## CTEMS SCHEDULE 15 - A

## CTE Regional Technical Center Funding

## TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY

## 2019-2020 Plan

List each school division that participates in the regional center including the Perkins funding allocated to the center.  
(The "Amount" column must only contain numeric entries.)

School Division	Amount
<b>TOTAL</b>	<b>\$0.00</b>

**CTEMS SCHEDULE 16**  
**Career and Technical Education Financial Data**  
**2019-2020 Plan**

<b>ADMINISTRATION</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)</b>	\$19,362.00	\$194,853.30
<b>2. Assistant Principal (includes Special Career and Technical Centers)</b>	\$19,360.00	\$169,417.20
<b>EXTENDED CONTRACTS, ADULT SUPPLEMENTS</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>3. Extended Contract Costs</b>	\$154,887.20	\$92,159.39
<b>4. Adult Occupation Supplements</b>	\$0.00	\$0.00
<b>5. Adult Occupation Teachers (Full-time)</b>	\$0.00	\$0.00
<b>6. Adult Occupation Teachers (Part-time)</b>	\$43,711.00	\$18,074.43
<b>LOCAL FUNDS ONLY</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs</b>		\$11,216,976.26
<b>8. Instructional Supplies/Materials</b>		\$68,838.84
<b>9. Other Instructionally Related Costs</b>		\$42,305.68
<b>10. Equipment</b>		\$534,220.31

CTEMS SCHEDULES 17 & 18 **DO NOT USE - GO TO BUDGET TAB**

Budget of Perkins Funds

2019-2020 Plan



## CTEMS SCHEDULE 17 (Continued on next page)

## Budget of Perkins Funds

## 2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			<a href="#">See Appendix B</a>				<a href="#">See Appendix C</a>	Fed, State, or Local	Amount
<b>Required Use:</b> Professional Development	A.)	D	1 (A-F)	R2A	All	VBCPS will provide professional development programs on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula to secondary teachers, faculty, school leaders, support personnel, administrators, and career and academic counselors who are involved in integrating career and technical education programs.	3000	Fed	165,128.26
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)				5000	Fed	22,000.00
	E.)		5 (A-T)						
			6						
<b>Required Use:</b> Activities for Special Populations (to include nontraditional)	A.)	E	1 (A-F)	R1E	All	VBCPS will provide support for special populations: instructional materials, recruitment, evaluation and equipment as approved by VDOE.	8000	Fed	2,500.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
<b>Required Use:</b> Regional Program Participation (only divisions submitting Schedule 15)	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	C	1 (A-F)	R3	All	VBCPS will initiate, improve, expand, and modernize quality career and technical education programs including relevant technology to provide students with the skills necessary to pursue careers in high-skill, high wage, and in-demand industry sectors. All instructional materials and equipment purchases will be from the state approved equipment list.	3000	Fed	15,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)				8000	Fed	490,140.30
	E.)		5 (A-T)						
			6						

## CTEMS SCHEDULE 17 (Continued)

## Budget of Perkins Funds

## 2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			<a href="#">See Appendix B</a>				<a href="#">See Appendix C</a>	Fed, State, or Local	Amount
	A.)	E	1 (A-F)	R5M	All	VBCPS will develop, improve, and/or expand the use of technology in career and technical education, which may include providing students with the academic and career skills (including STEM) that lead to entry into the technology fields.	3000	Fed	12,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	E	1 (A-F)	P5F	All	VBCPS will provide support of other career and technical education activities that are consistent with the Act through offering industry credentialing opportunities to students enrolled in career and technical education programs.	3000	Fed	70,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	E	1 (A-F)	P5O	All	VBCPS will assist career and technical education student organizations and support students from special populations and non-traditional genders for regional, state, and national competitions/conferences.	5000	Fed	5,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	C	1 (A-F)	P5C	Marketing	VBCPS will provide support for entrepreneurship education through Virtual Enterprise International and Incubator EDU. Expenditures are limited to those that are consistent with the Act including network fees to access classroom resources, trade fair fees to access trade fairs, and teacher training.	3000	Fed	10,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

## CTEMS SCHEDULE 17 (Continued)

## Budget of Perkins Funds

## 2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			<a href="#">See Appendix B</a>				<a href="#">See Appendix C</a>	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

## CTEMS SCHEDULE 17 (Continued)

## Budget of Perkins Funds

## 2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			<a href="#">See Appendix B</a>				<a href="#">See Appendix C</a>	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

**CTEMS SCHEDULE 17 (Continued)****Budget of Perkins Funds****2019-2020 Plan**

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			<a href="#">See Appendix B</a>				<a href="#">See Appendix C</a>	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
<b>Career and Technical Education Programs or Activities Funded</b>						<b>Federal</b>	891,768.58		
						<b>State</b>	0.00		
						<b>Local</b>	0.00		
<b>Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)</b>							<b>46,935.18</b>		
<b>Grand Total Career and Technical Education Federal Budget</b>							<b>938,703.74</b>		

**CTEMS SCHEDULE 18****Administration/Administrative Equipment Funds and Budget Summary Worksheet  
2019-2020 Plan****(Administration/Administrative Equipment not to exceed five percent of the total federal grant)**

Administration - Description		Amount
<b>1000 - Personal Services</b>	Proctors for industry credentialing	<b>31,391.85</b>
<b>2000 - Employee Benefits</b>	Benefits for proctors	<b>2,401.48</b>
<b>3000 - Purchased Services</b>		
<b>4000 - Internal Services</b>		
<b>5000 - Indirect Cost</b>	Indirect costs	<b>13,141.85</b>
<b>5000 - Other Charges</b>		
<b>Line 1 Administration SUBTOTAL</b>		<b>46,935.18</b>
Administrative Equipment - Description - (All Object Code 8000)		Amount
<b>8000 - Capital Outlay/Equip.</b>		
<b>8000 - Capital Outlay/Equip.</b>		
<b>8000 - Capital Outlay/Equip.</b>		
<b>Line 2 Administrative Equipment SUBTOTAL</b>		<b>0.00</b>
Administration/Administrative Equipment		Amount
<b>Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)</b>		<b>46,935.18</b>

**CTEMS SCHEDULE 18 (Continued from previous page)**  
**Administration/Administrative Equipment Funds and Budget Summary Worksheet**

**2017-2018 Plan**

<b>SUMMARY BUDGET WORKSHEET</b> <b>(A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)</b>	
<b>Expenditure Categories</b> <a href="#">See Appendix C for Object Code Definitions</a>	<b>Amount</b>
1000 - Personal Services	<b>31,391.85</b>
2000 - Employee Benefits	<b>2,401.48</b>
3000 - Purchased Services	<b>272,128.26</b>
4000 - Internal Services	<b>0.00</b>
5000 - Indirect Costs and Other Charges	<b>40,141.85</b>
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	<b>NOT ALLOWED</b>
8000 – Capital Outlay/Equipment	<b>592,640.30</b>
<b>TOTAL</b>	<b>938,703.74</b>
<i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	

## COMMENTS

### 2019-2020 Plan

Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.





**Subject:** 2019-20 Special Education Annual Plan/Part B Flow-Through Application **Item Number:** 11C

**Section:** Consent **Date:** April 9, 2019

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

**Prepared by:** Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

**Presenter(s):** Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

**Recommendation:**

That the School Board review and approve the 2019-20 Special Education Annual Plan/Part B Flow-Through Application.

**Background Summary:**

All school divisions in Virginia are required to establish eligibility for funding under the *Individuals with Disabilities Education Improvement Act (IDEA)*. IDEA and the implementing federal and state regulations, require that each local school division, in providing for the education of students with disabilities within its jurisdiction, have in effect policies and procedures that are consistent with the Virginia Department of Education's (VDOE) policies and procedures. These policies and procedures have been established in accordance with IDEA. For this and the last three application periods, all submissions have been made via electronic transmission. All assurances are aligned with the provisions in *The Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. As required, the VBCPS Special Education Advisory Committee (SEAC) reviewed this document in the Policy Subcommittee, and as a whole Committee, during March 2019.

This current Special Education Annual Plan contains no substantive changes to policies or procedures. Only those changes (e.g., implementation of prior approved funding proposals, proposed budgets for 611 and 619) required in an application for new funding have been made. The Special Education Annual Plan, when approved by the School Board, assures the school division's compliance with federal and state regulations pertaining to students with disabilities.

**Source:**

*Individuals with Disabilities Education Improvement Act – 2004*

*Regulations Governing Special Education Programs for Children with Disabilities in Virginia – January 25, 2010*

**Budget Impact:**

Approval of the Special Education Annual Plan/Part B Flow-Through Application by the School Board and the Virginia Department of Education is a prerequisite for the receipt of federal funds requested in the Part VI-B Flow-Through Application.

**VIRGINIA DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES**

**Local Special Education Annual Plan/Part B Flow-Through Application and Report  
2019-2020**

**Division and Contact Information - to be Completed by School Division**

Division Applicant Name (Legal Name of Agency)	LEA	Questions regarding this plan should be directed to:	
VA BEACH CITY PUBLIC SCHOOLS	Number 128	Roni Myers-Daub, Ed.D.	
Mailing Address (Street, City or Town, Zip Code)	DUNS 827234121		
2512 George Mason Drive, Virginia Beach, VA 23456			
Phone (ext):		(757) 263-2400	Fax: (757) 263-2067
		Numbers Only	Ext. Numbers Only
Region: 2	E-mail: roni.myers-daub@vbschools.com		

**SUPERINTENDENT'S CERTIFICATION**

**For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2019-2021 grant award, this School Division will comply with the requirements outlined in each of the following:**

- (1) Part B of IDEA, including the eligibility requirements of Section 613;**
- (2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and**
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.**

**I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.**

**I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.**

**Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on April 9, 2019 Date**

**Division Superintendent (Signature)**

Aaron C. Spence, Ed.D.

**Typed Name**

**April 9, 2019 Date**

**ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION POLICY STATEMENTS**  
**(continued on next page)**

This LEA assures that it has in effect policies, procedures, and programs which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program (IEP) will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, ages two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, that is collected, maintained, or used under IDEA, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, that is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.
- Valid and reliable data is submitted to the VDOE, as requested, including data regarding the performance goals and indicators established by the VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect that are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

**ANNUAL PLAN/FLOW-THROUGH APPLICATION POLICY STATEMENTS**  
**(continued on next page)**

- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the state assessment system.
- There will be ongoing parent consultation.
- Funding will be used to develop and implement coordinated early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

**SUBMISSION STATEMENT (continued on next page)**

**Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, that desires to receive funds under the Act, must provide the following assurances:**

1. The local educational agency shall be responsible for (1) the control of funds provided under Part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records that show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are consistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
12. Except when used to provide Comprehensive Coordinated Early Intervening Services or Coordinated Early Intervening Services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and as documented using the Web-based application.

**SUBMISSION STATEMENT (continued from previous page)**

13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, and as documented using the web-based application.
14. The school division will ensure that, in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division. Actual proportionate set-aside amounts will be submitted using the web-based application.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Governmentwide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Governmentwide Requirements for Drug-Free Workplace” (Grants).

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF  
STEPS TO OVERCOME THEM IN ACCORDANCE  
WITH PROVISIONS IN SECTION 427 OF  
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of the General Education Provisions Act (GEPA), enacted as a part of the Improving America's Schools Act of 1994 (P.L. 103-382) to include in its application a description of the steps in addressing equity concerns and full participation of students, teachers and other program beneficiaries with special needs in designing their federally-assisted projects or activities. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Choose One:

☒

Division has no barriers

☐

Division has barriers (Please provide explanation in the space provided)

**OTHER  
FACTORS  
THAT MIGHT  
LIMIT  
PARTICIPA-  
TION**

**2019-2020 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS**

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

**Interagency Agreement**

Name of Local or Regional Jail:
Virginia Beach Correctional Center (VBCC)

1. Is there a local or regional jail located within the geographic boundaries of your school division?

Yes
-----

**Please complete question 2**

2. Has the interagency agreement between your school division and the jail been revised since the submission of your most recent annual plan?

No
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**Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it**



**REPORT ON IMPLEMENTATION  
OF THE 2017-2018 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2017-2018 school year has been implemented (*Code of Virginia* , Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

VBCPS utilized Title VI-B funds to implement the activities as described in the prior application for grant funds. Monies were used to employ teachers, teacher assistants, social workers, and an interpreter specialist. These individuals provided direct services and support to students with disabilities (SWDs) eligible for special education and related services under the Individuals Service Plan (ISP) instruction to students parentally-placed in private schools when a Free and Appropriate Public Education (FAPE) was not at issue. The Annual Plan for 2017-2018 in VBCPS was fully implemented as intended, submitted, and approved.

**Maintenance of Effort**

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the Individuals with Disabilities Education Act (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e.g, 2017 - 2018) for which the information is available, subject to the Subsequent Years rule.

34 CFR §300.203(a) requires that in order for an LEA to be eligible for an IDEA Part B subgrant for the upcoming fiscal year, the LEA must budget, in each subsequent year, at least the same amount that it actually spent for the education of children with disabilities in the most recent fiscal year for which information is available, subject to the Subsequent Years rule. When establishing eligibility, an LEA is **not** required to use the same method it used to meet compliance standard in the most recent fiscal year for which the information is available. An LEA can change methods to establish eligibility from one year to the next, as long as the division uses the same method for calculating the amount it spent in the comparison year for which it is establishing eligibility.

Provide the total local and the total state plus local expenditure budget and per capita amount for the school division's total special education program for the years designated below. The projected/estimated expenditure budget amounts provided must come from the district's 2019-2020 preliminary budget, and must be reviewed and confirmed by the division's fiscal's office.

Local		Local plus State	
School Year 2019-2020 (estimated/projected)		School Year 2019-2020 (estimated/projected)	
Dollar \$	<input type="text" value="88,650,791.00"/>	Dollar \$	<input type="text" value="122,047,459.00"/>
School Year 2019-2020 (estimated/projected)		School Year 2019-2020 (estimated/projected)	
Per Capita	<input type="text" value="10,970.28"/>	Per Capita	<input type="text" value="15,103.02"/>

If an LEA determines that the budget above did not meet the eligibility standard in any of the four methods for which the information is available, an LEA is allowed to consider Exceptions under §300.204 and Adjustments to MOE under §300.205 to the extent the information is available. These exceptions and adjustments must also be taken in the intervening year (i.e., SY2018-2019) and that the LEA reasonably expect to take these exceptions and adjustments in the year it is budgeting (i.e., SY2019-2020). Please describe which allowable exceptions will be used and provide the corresponding dollar amount. For additional guidance, refer to:

[http://www.doe.virginia.gov/special\\_ed/grants\\_funding/index.shtml](http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml)

**NOTE: The Dec. 1, 2018 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. Also, the budgeted amount must be based on the divisions's preliminary budget and must be within the same level or effort of higher to meet the MOE eligibility requirements by using either dollar or per capita amounts. Division's budgeting the same exact amount it spent in the comparable year (i.e., the year it met its MOE requirement) may be requested to provide additional documentation.**

## 2019-2020 SPECIAL EDUCATION CEIS AND PROPORTIONATE SET ASIDE

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services and Coordinated Early Intervening Services and Proportionate Set-aside requirements have been addressed.

Is your school division required to set aside 15% for Comprehensive Coordinated Early Intervening Services or voluntarily setting aside upto 15% of Part B funds for Coordinated Early Intervening Services?

Enter Yes or No

No

*If yes, provide a brief narrative of how funds will be used. An information packet requesting additional information will be sent at a later time.*

Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Enter Yes or No

Yes

*If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (speced-PSA) application.*

The set-aside funds for parentally-placed students will be used to support direct speech/language (SLI) services to students identified as needing such. These services are those that have been agreed upon through the collaborative, consultation meetings as required. This consultation meeting occurred on 2/21/19; SLI services as noted in the Individual Service Plans (ISPs) for eligible students will continue in 2019-20. Should additional set-aside funds arise, they will be used as in prior years to purchase materials and equipment used in providing the SLI services and/or for professional development of private school staff.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		87,886.31		
Employee Benefits	2000		29,371.22		
Purchased Services	3000				
Internal Services	4000				
Other Services	5000		2,000.00		
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	119,257.53	0.00	0.00

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION  
PART B, SECTION 611 (Flow-Through Funds)  
GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021  
*Joint Applications Only!*

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

**If this is not a joint application move directly to the next section below.**

Fiscal Agent:

	LEA Code:

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		\$0.00

**PROPOSED USE OF PART B, SECTION 611 FUNDS**  
**GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

For the period of this 2019-20 annual plan, funds received will be used to continue the employment of the following personnel: special education teachers (approximately 116.8), special education teacher assistants (approximately 121.5), social workers (approximately 5.5), and one (1) interpreter specialist. The approximate cost of salaries, wages for substitutes, and benefits for staff to be employed 100% through the Title VI-B funds is included in the 1000 and 2000 lines of the budget as noted. The set-aside funds are also noted in the 1000 and 2000 lines to account for the speech/language therapy services to be provided through ISPs. Federal verifications of the federally-funded staff are completed twice per year as required.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

Remaining funds from 611 will be used to meet the indirect costs of grant operation activities. Professional development activities and Parent Support and Information Center (PSIC) activities will be supported through the Title VI-B as warranted.

**Virginia Department of Education  
SPECIAL EDUCATION FEDERAL PROGRAM  
PROPOSED GRANT BUDGET**

**Part B, Section 611, Flow-Through Funds (July 1, 2019-September 30, 2021)**

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	9,672,325.88	0.00	87,886.31	9,760,212.19
Employee Benefits	2000	4,627,408.95	0.00	29,371.22	4,656,780.17
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	343,193.64	0.00	2,000.00	345,193.64
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
<b>TOTAL PROPOSED BUDGET</b>		<b>14,642,928.47</b>	<b>0.00</b>	<b>119,257.53</b>	<b>14,762,186.00</b>

**Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.**

None at this time.

**Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):**

There is no out of state travel proposed at this time. Should the opportunity arise, prior approval will be sought through VDOE. If approval is granted, federal guidelines will be followed.

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION  
PROPOSAL SUMMARY  
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)  
GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021**

ECSE Contact Person:	Wendee Long
Title:	Early Childhood Special Education Teacher
Mailing Address:	1413 Laskin Road, Virginia Beach, VA 23451
Phone:	(757)263-2800
E-mail:	wendee.long@vbschools.com

***Joint Applications Only!***

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

**If this is not a joint application move directly to the next section below.**

Fiscal Agent:		LEA Code:
Joint Application Project		
Director:		
Mailing Address of Project		
Director:		
Phone:		
E-mail:		

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		<b>\$0.00</b>

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)****GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

Funds for the 2019-20 period of the annual plan will be used to continue the employment of four (4) Early Childhood Special Education (ECSE) teachers in the division's Preschool Assessment Center (PAC). Program support is offered in the division's diagnostic classroom as well.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

Remaining funds from preschool grant 619 will be used to meet the indirect costs of grant operation activities as well as for the purchase of some materials and equipment required for students.



**Virginia Department of Education**  
**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION**  
**PROPOSED GRANT BUDGET**

**Part B, Section 619, Preschool Funds (July 1, 2019-September 30, 2021)**

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	342,151.51	0.00	0.00	342,151.51
Employee Benefits	2000	125,721.54	0.00	0.00	125,721.54
Purchased Services	3000	5,200.00	0.00	0.00	5,200.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	14,028.95	0.00	0.00	14,028.95
Materials / Supplies	6000	17,600.00	0.00	0.00	17,600.00
Capital Outlay	8000		0.00	0.00	0.00
<b>TOTAL PROPOSED BUDGET</b>		<b>504,702.00</b>	<b>0.00</b>	<b>0.00</b>	<b>504,702.00</b>

**Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.**

None at this time.

**Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):**

Funds in the 3000 and 5000 category to support state professional development (registration, lodging, and meals) for approximately 10 ECSE teachers within Virginia summer of 2020.



**Subject:** Religious Exemptions

**Item Number:** 11D

**Section:** Consent Agenda

**Date:** April 9, 2019

**Senior Staff:** Donald E. Robertson, Jr., Ph. D., Chief Schools Officer

**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 Nos. RE-18-24 and RE-18-25.

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

**Section:** Action **Date:** April 9, 2019

**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 April 9, 2019, 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

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT APRIL 2019  
ASSIGNED TO THE UNIFIED SALARY SCALE  
2018-2019**

**SCHOOL/DEPARTMENT**

**POSITION**

**APPOINTMENTS - ELEMENTARY SCHOOL**

**BAYSIDE**

3/21/2019

Jessica D. Newman

Physical Education Assistant

**GREEN RUN**

3/28/2019

Antoinette S. Yancey

Cafeteria Assistant, 5 hours

**OCEAN LAKES**

3/28/2019

Edward J. Cutrera

Kindergarten Assistant

**PEMBROKE**

4/1/2019

Theresa A. Mejia

School Office Associate II, 12 month

**STRAWBRIDGE**

3/28/2019

Audra M. Kines

Cafeteria Assistant, 4.5 hours

**APPOINTMENTS - MIDDLE SCHOOL**

**INDEPENDENCE**

3/16/2019

Kimberly W. Hylenski

Special Education Assistant

**LYNNHAVEN**

3/7/2019

Michael S. McFarland

Security Assistant

3/12/2019

Joanne G. Bryant

Special Education Assistant

4/2/2019

Michelle A. McKinney

School Administrative Associate I

**VIRGINIA BEACH**

3/28/2019

Matthew K. McGloon

Cafeteria Assistant, 5 hours

**APPOINTMENTS - HIGH SCHOOL**

**LANDSTOWN**

3/21/2019

Reginald L. Williams

Special Education Assistant

**OCEAN LAKES**

3/20/2019

Ryan D. Blaufus

Custodian I, 10 month, night

3/26/2019

Ayasha Conner

Custodian I, 12 month

4/1/2019

Sydney E. Hinkle

Special Education Assistant

**RENAISSANCE ACADEMY**

3/21/2019

Jonathan L. Locke

Student Support Specialist

**APPOINTMENTS - MISCELLANEOUS**

**OFFICE OF CONSOLIDATED BENEFITS**

4/1/2019

Kelly A. Knight

Benefits Program Specialist

**OFFICE OF MAINTENANCE SERVICES**

3/29/2019

Huy H. Vuong

Carpentry Craftsman III

3/29/2019

Joshua J. Hickey

Electronics Craftsman III

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

3/22/2019

Andrew W. Joffrion

Fleet Technician II

**SCHOOL/DEPARTMENT****POSITION****RESIGNATIONS - ELEMENTARY SCHOOL****BROOKWOOD**

3/26/2019

Virginia Eason

School Nurse (personal reasons)

**GLENWOOD**

3/15/2019

Daniel P. McVey

Physical Education Assistant (personal reasons)

3/29/2019

Kimberly L. Watkins

Library Media Assistant (health)

**LANDSTOWN**

6/17/2019

Monica J. Helm

Physical Education Assistant (personal reasons)

**LYNNHAVEN**

3/31/2019

Sylvia F. Baxter

Security Assistant (death)

**MALIBU**

6/17/2019

Samarah Delgadillo

Kindergarten Assistant (relocation)

**POINT O'VIEW**

6/17/2019

Jared R. Keller

Physical Education Assistant (personal reasons)

**SHELTON PARK**

6/20/2019

Sharon C. Collins

School Office Associate II, 10 month (family)

**TALLWOOD**

4/3/2019

Camisha A. Townsend

Special Education Assistant (career enhancement opportunity)

**WINDSOR OAKS**

4/1/2019

Rachel Barber

Cafeteria Assistant, 6 hours (career enhancement opportunity)

**RESIGNATIONS - MIDDLE SCHOOL****BAYSIDE 6TH GRADE CAMPUS**

6/17/2019

Elizabeth De Santis

School Nurse (personal reasons)

**GREAT NECK**

3/29/2019

Salena R. Williams

Custodian I, 10 month, night (personal reasons)

**RESIGNATIONS - HIGH SCHOOL****OCEAN LAKES**

3/22/2019

Mary R. Ball

Security Assistant, .4 (career enhancement opportunity)

**RESIGNATIONS - MISCELLANEOUS****DEPARTMENT OF TEACHING AND LEARNING**

4/22/2019

Lesley L. Hughes

Executive Director Elementary

**OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

3/29/2019

Lisa Meyers

Coordinator, Special Education (moved to another school system, public)

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

3/19/2019

Francis B. Horn

Bus Driver (career enhancement opportunity)

3/22/2019

Krystal Scott

Bus Driver (career enhancement opportunity)

3/27/2019

Khalisha O. Jones

Bus Driver (personal reasons)

3/28/2019

Abigayle L. Theis

Bus Assistant (personal reasons)

3/29/2019

Rachel M. David

Bus Driver (personal reasons)

4/30/2019

Amy M. Waters

Bus Driver (personal reasons)

**SCHOOL/DEPARTMENT****POSITION****RETIREMENTS - ELEMENTARY SCHOOL****BAYSIDE**

4/30/2019

Lydia K. Tomko

Library Media Assistant

6/20/2019

Lona E. Williams

Custodian I, 10 month night

**GREEN RUN**

6/20/2019

Vickie B. Rogers

Cafeteria Manager I

**INDIAN LAKES**

6/17/2019

Cynthia R. McArtis

General Assistant

6/17/2019

Kim M. Richman

Library Media Assistant

**JOHN B. DEY**

6/17/2019

Barbara A. Hartin

General Assistant

**LANDSTOWN**

6/20/2019

Clifton S. Haynes

Custodian II, Head Night

**NORTH LANDING**

6/17/2019

Lyn E. Hebert

Library Media Assistant

**PEMBROKE**

3/31/2019

Debra J. Gearhart

School Office Associate II, 12 month

**TALLWOOD**

6/17/2019

Ann E. Bahr

Special Education Assistant

**WHITE OAKS**

6/30/2019

Laura M. Yoakam

Assistant Principal

**RETIREMENTS - MIDDLE SCHOOL****PLAZA**

4/30/2019

Natalia Korsh

Special Education Assistant

**SALEM**

6/17/2019

Leslie S. Ullom

Distance Learning Assistant

**RETIREMENTS - HIGH SCHOOL****BAYSIDE**

6/20/2019

Sara B. Mundy

School Office Associate II, 10 month

**FIRST COLONIAL**

6/28/2019

Dolly V. Sturgis

School Administrative Associate II

**PRINCESS ANNE**

6/20/2019

George B. Ferebee

Custodian I, 10 month, night

**RENAISSANCE ACADEMY**

6/20/2019

Deborah J. Gregory

Custodian I, 10 month, night

**SALEM**

6/17/2019

Wayne A. Sutton, Jr.

Special Education Assistant

**TALLWOOD**

6/17/2019

James D. Wilson

ISS Coordinator

**RETIREMENTS - MISCELLANEOUS****OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

4/30/2019

Jennifer T. Stratton

Coordinator, Special Education

6/17/2019

Kathi S. Sedel

Teaching Specialist

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

6/30/2019

Penny T. Yoder Creasy

Bus Driver

6/30/2019

Wellington L. Lee

Bus Driver

**OTHER EMPLOYMENT ACTIONS****NONE**

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT APRIL 2019  
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE  
2018-2019**

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>APPOINTMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>BIRDNECK</u></b> 4/22/2019	Courtney R. Wilson	Administrative Assistant	Old Dominion University
<b><u>GLENWOOD</u></b> 3/21/2019	Kelley Lester	Special Education	Old Dominion University
<b><u>GREEN RUN</u></b> 3/28/2019	Kellianne M. Murtha	Grade 4	Old Dominion University
<b><u>THALIA</u></b> 3/25/2019	Lisa M. Kerr	Special Education	Old Dominion University
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b>			
<b><u>PLAZA</u></b> 3/13/2019	Suzanne M. Pease	Grade 7 English	Radford University
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
<b>NONE</b>			
<b><u>APPOINTMENTS - MISCELLANEOUS</u></b>			
<b>NONE</b>			
<b><u>RESIGNATIONS - ELEMENTARY SCHOOL</u></b>			
<b><u>ALANTON</u></b> 6/17/2019	Kathleen E. Aladj	School Counselor (career enhancement opportunity)	
<b><u>BROOKWOOD</u></b> 6/17/2019	Lillian McDonough	Special Education (personal reasons)	
6/17/2019	Joan F. Stephens	Grade 2 (personal reasons)	
<b><u>HERMITAGE</u></b> 6/17/2019	Amanda K. Ledlow	Grade 3 (relocation)	
<b><u>KEMPSVILLE</u></b> 6/17/2019	Jessica Sorenson	Special Education (relocation)	
<b><u>LINKHORN PARK</u></b> 6/17/2019	Heather M. Felch	Special Education (personal reasons)	
6/17/2019	Casey M. Quilter	Grade 5 (career enhancement opportunity)	
<b><u>NEW CASTLE</u></b> 6/17/2019	Wully K. Palm	Grade 3 (health)	
<b><u>NEWTOWN</u></b> 6/17/2019	Amanda K. Parks	Grade 2 (relocation)	
<b><u>RED MILL</u></b> 3/25/2019	Whitney A. Rodgers	Special Education (expiration of long-term leave)	
<b><u>TRANTWOOD</u></b> 6/17/2019	Allyson C. Roseberry	Grade 4 (career enhancement opportunity)	
<b><u>WHITE OAKS</u></b> 4/8/2019	Alexis K. Martin	Grade 3 (relocation)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>WOODSTOCK</u></b>			
6/17/2019	Tracy D. Jernigan	Grade 1 (moved to another school system, public)	
<b><u>RESIGNATIONS - MIDDLE SCHOOL</u></b>			
<b><u>BAYSIDE 6TH GRADE CAMPUS</u></b>			
6/17/2019	Valorie N. Voils	Grade 6 (relocation)	
<b><u>LARKSPUR</u></b>			
6/17/2019	Edna M. Capriotti	Grade 8 (relocation)	
<b><u>LANDSTOWN</u></b>			
6/17/2019	Danielle M. Sanders		
	De'Braux	Grade 8 (moved to another school system, public)	
6/17/2019	Karen L. Large	Grade 8 (relocation)	
6/17/2019	Somer Matthews	Special Education (continuing education)	
<b><u>PRINCESS ANNE</u></b>			
6/17/2019	Sarah J. Kensy	Grade 7 (personal reasons)	
<b><u>RESIGNATIONS - HIGH SCHOOL</u></b>			
<b><u>BAYSIDE</u></b>			
6/17/2019	Joel M. Phillips	German (career enhancement opportunity)	
<b><u>COX</u></b>			
6/17/2019	Colleen K. Paine	English (relocation)	
6/17/2019	Elizabeth C. Cervantes	Spanish (transfer of spouse)	
<b><u>FIRST COLONIAL</u></b>			
4/22/2019	William R. Stravino	English (personal reasons)	
<b><u>GREEN RUN</u></b>			
6/17/2019	Rachel L. Wells	Social Studies (relocation)	
<b><u>KELLAM</u></b>			
4/1/2019	Daniel Chelednik	Science (career enhancement opportunity)	
<b><u>KEMPSVILLE</u></b>			
6/17/2019	Tricia M. Carter	English (relocation)	
<b><u>PRINCESS ANNE</u></b>			
6/17/2019	Charles Davison	Social Studies (personal reasons)	
<b><u>RESIGNATIONS - MISCELLANEOUS</u></b>			
<b>NONE</b>			
<b><u>RETIREMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>BETTIE F. WILLIAMS</u></b>			
6/17/2019	Joan J. Field	English Second Language	
<b><u>HERMITAGE</u></b>			
6/17/2019	Karen M. Shiley	Reading Specialist	
<b><u>KEMPSVILLE</u></b>			
6/17/2019	Anne S. Deary	Special Education	
<b><u>KING'S GRANT</u></b>			
6/17/2019	Rusa T. Harju	Grade 2	
<b><u>LINKHORN PARK</u></b>			
6/17/2019	Sara C. Murden	Grade 3	
<b><u>PEMBROKE MEADOWS</u></b>			
6/17/2019	Robin K. Chintawongvanich	Grade 2	
<b><u>POINT O' VIEW</u></b>			
6/17/2019	Deborah G. Darwin	Grade 1	



<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>RETIREMENTS - MIDDLE SCHOOL</u></b>			
<b><u>CORPORATE LANDING</u></b>			
6/17/2019	Amy F. Brown	Grade 7	
<b><u>LANDSTOWN</u></b>			
6/17/2019	Jayme R. Gruden	Grade 7	
<b><u>PRINCESS ANNE</u></b>			
6/17/2019	Barbara J. Schaarschmidt	Grade 7	
6/17/2019	Melissa P. Hutson	Library Media Specialist	
<b><u>RETIREMENTS - HIGH SCHOOL</u></b>			
<b><u>BAYSIDE</u></b>			
6/17/2019	Douglas G. Richards	Science	
6/17/2019	Marilyn G. Mayhew	Special Education	
<b><u>FIRST COLONIAL</u></b>			
6/17/2019	Cheryl A. Tennant	Math	
<b><u>GREEN RUN</u></b>			
6/17/2019	Montserrat Dickerson	Spanish	
<b><u>KELLAM</u></b>			
6/17/2019	Mark A. Clemente	Science	
6/17/2019	Maritza B. Howell	Spanish	
<b><u>KEMPSVILLE</u></b>			
6/17/2019	Maureen M. Morse	Science	
<b><u>LANDSTOWN</u></b>			
6/17/2019	David S. Coulter	Health and Physical Education	
6/17/2019	Michael D. Wilder	Special Education	
<b><u>SALEM</u></b>			
6/17/2019	Donald W. Krudop	Music	
<b><u>RETIREMENTS - MISCELLANEOUS</u></b>			
<b><u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u></b>			
6/17/2019	Bernardette S. Storey	Speech/Language Pathologist	
6/17/2019	Marilee B. Lines	Speech/Language Pathologist	
6/17/2019	Sherree L. Weeks	Speech/Language Pathologist	
<b><u>OTHER EMPLOYMENT ACTIONS</u></b>			
<b><u>ELEMENTARY LINKHORN PARK</u></b>			
3/29/2019	Kathleen L. Darvishian	Grade 3 (retired) Ms. Darvishian changed from resignation to retirement.	

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT APRIL 2019  
ADMINISTRATIVE APPOINTMENTS  
2018-2019**

**SCHOOL/DEPARTMENT**

**POSITION**

**APPOINTMENTS - ELEMENTARY SCHOOL**

**NONE**

**APPOINTMENTS - MIDDLE SCHOOL**

**NONE**

**APPOINTMENTS - HIGH SCHOOL**

**NONE**

**APPOINTMENTS - MISCELLANEOUS**

**NONE**



**Subject:** Amended Budget Resolution – FY 2019/20 **Item Number:** 12B

**Section:** Action **Date:** April 9, 2019

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

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

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

**Recommendation:**

The administration recommends approval of the Amended Budget Resolution - FY 2019/20.

**Background Summary:**

The School Board approved the FY 2019/20 Operating Budget Resolution on March 5, 2019 which had estimated numbers for State funding and no final numbers approved by the Virginia General Assembly. Also on March 5, 2019, the CFO did not have the final debt service numbers. We now have final State budget numbers, final debt service numbers, and also adjustments numbers for local funding. The Amended Budget Resolution – FY 2019/20 reflects the adjustments necessary and provides the City Staff and City Council the reconciled funding numbers that amends the FY 2019/20 Operating Budget Resolution approved by the School Board on March 5, 2019. In addition, language regarding our request for full-day kindergarten is included.

**Source:**

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

**Budget Impact:**

The Amended Budget Resolution – FY 2019/20 reflects all of the updated and correct budget numbers.

## **Amended Budget Resolution – FY 2019/20**

**WHEREAS**, the mission of the Virginia Beach City Public Schools (VBCPS), in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community; and

**WHEREAS**, the School Board of the City of Virginia Beach approved the FY 2019/20 School Board Proposed Operating Budget on March 5, 2019; and

**WHEREAS**, since that date State final budget numbers have been communicated to school divisions and VBCPS will receive \$655,372 less than the March 5, 2019 Budget Resolution indicates; in addition VBCPS will be required to pay an additional \$244,224 in a required local match for the Virginia Preschool Initiative Plus grant; and

**WHEREAS**, the Debt Service numbers have been updated and VBCPS will pay \$2,043,114 less than the March 5, 2019 Budget Resolution indicates; and

**WHEREAS**, the adjusted State funding will require a reduction of local revenue sharing funds in the amount of \$421,977; and

**WHEREAS**, the net effect of the above adjustments to the State revenues, the local expenses, and the Debt Service amounts is \$1,321,573 and reflects the reconciliation of final FY 2019/20 budget numbers to the March 5, 2019 budget resolution numbers; and

**WHEREAS**, on March 12, 2019 the School Board also approved a resolution titled “*Resolution to Request Remaining Funds Needed to Complete Full-Day Kindergarten Implementation*” which requested additional funding in the amount of \$4,859,000 and said resolution was communicated on March 13, 2019 to the Mayor, members of the City Council, the City Manager, and the City Clerk,

### **NOW, THEREFORE, BE IT**

**RESOLVED:** That the amount of \$1,321,573 be allocated to the Schools Operating Budget and \$721,541 be allocated to the Schools PAYGO to CIP Project 1-179 Renovations and Replacements – HVAC Phase III; and be it

**FURTHER RESOLVED:** That the City Council consider the request for providing the remaining funds for completing the implementation of Full-Day Kindergarten as part of the Budget Ordinance for FY 2019/20; and be it

**FINALLY RESOLVED:** That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 9th day of April 2019.

SEAL

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Beverly M. Anderson, School Board Chair

Attest:

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Dianne P. Alexander, Clerk of the Board



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

**Section:** Action **Date:** April 9, 2019

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

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

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

**Recommendation:**

The administration recommends approval of the budget transfers within the FY 2018/19 Operating Budget.

**Background Summary:**

The FY 2018/19 budget was appropriated by City Council to the School Board in Lump Sum Appropriations; therefore, prior approval of these budget transfers by the City Council is not required.

Budget transfers that exceed the dollar threshold of the Superintendent of \$250,000 must be approved by the School Board.

Examples of the attached budget transfers are:

- for under budgeted items like homeless transportation, transportation monitoring costs for certain special education students, a number of salary and benefits costs in certain budget unit codes
- replace stage rigging and curtains at a number of schools, refinish gym floors in a number of schools, interactive white boards, summer painting of 10 schools, replace Chromebooks

**Source:**

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

**Budget Impact:**

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

**TO:** Aaron C. Spence, Ed.D., Superintendent  
**FROM:** Farrell E. Hanzaker, Chief Financial Officer  
**DATE:** April 9, 2019  
**FUND:** School Operating Fund



**This is to request the following budget transfers:**

	Unit Code Name	Object Code Name	Account Number		Amount From	Amount To
1	Technical and Career Education	Senior High Teachers	50300	601540	\$ 330,000	
	Social Work Services	Other Purchased Services	51400	603407		\$ 330,000
2	Technical and Career Education	Senior High Teachers	50300	601540	\$ 250,000	
	Teaching and Learning Support	Health Insurance	51700	602301		\$ 250,000
3	Special Education	Elementary Interpreters	50500	601532	\$ 60,859	
	Special Education	Middle School Teachers	50500	601535	\$ 94,330	
	Special Education	Senior High Teachers	50500	601540	\$ 47,060	
	Special Education	Other Instructional Personnel – ES	50500	601561	\$ 49,770	
	Special Education	Retirement Contributions (VRS)	50500	602201	\$ 147,981	
	Monitoring Services	Bus Driver Assistants	56400	601593		\$ 371,575
	Monitoring Services	FICA Benefits	56400	602101		\$ 28,425
4	Maintenance Services	Supervisors and Other Professional Personnel	57200	601507	\$ 350,000	
	Maintenance Services	Maintenance Personnel	57200	601586	\$ 50,000	
	Maintenance Services	Electrical Services	57200	605101	\$ 400,000	
	Maintenance Services	Gas Services	57200	605105	\$ 196,616	
	Custodial Services	Custodians	57500	601584	\$ 400,000	
	Custodial Services	Custodians - Overtime Payments	57500	601684	\$ 200,000	
	Custodial Services	Health Insurance	57500	602301	\$ 417,535	
	Custodial Services	Custodial/Cleaning Supplies	57500	606005	\$ 219,099	
	Technology Maintenance	Supervisors and Other Professional Personnel	68400	601507	\$ 76,431	
	Technology Maintenance	Technical Personnel	68400	601599	\$ 34,405	
	Elementary Classroom	Elementary Teachers	50100	601530	\$ 135,914	
	Maintenance Services	General Maintenance and Repair	57200	603201		\$ 2,480,000
5	Office of the Principal - ES	Elementary Assistant Principals	51000	601521	\$ 438,575	
	Elementary Classroom	Elementary Teachers	50100	601530	\$ 286,365	
	Middle School Classroom	Middle School Teachers	52200	601535	\$ 398,285	
	Elementary Classroom	Instructional Supplies	50100	606011	\$ 91,372	
	Elementary Classroom	Capital Outlay - Additional	50100	607302	\$ 213,193	
	Technical and Career Education	Instructional Supplies	50300	606011	\$ 31,897	
	Gifted Education and Academy Programs	Instructional Supplies	50400	606011	\$ 17,624	
	Gifted Education and Academy Programs	Capital Outlay - Additional	50400	607302	\$ 22,689	
	Elementary Classroom	Controlled Assets - Computer Equipment	60100	606151		\$ 500,000
	Middle School Classroom	Controlled Assets - Computer Equipment	62200	606151		\$ 500,000
	Senior High Classroom	Controlled Assets - Computer Equipment	60200	606151		\$ 500,000
6	Senior High Classroom	Instructional Supplies	50200	606011	\$ 118,606	
	Senior High Classroom	Capital Outlay - Additional	50200	607302	\$ 241,715	
	Elementary Classroom	Elementary Teachers	50100	601530	\$ 230,319	
	Senior High Classroom	Controlled Assets - Computer Equipment	60200	606151		\$ 450,110
	Elementary Classroom	Controlled Assets - Computer Equipment	60100	606151		\$ 140,530
<b>Total amount:</b>					<b>\$ 5,550,640</b>	<b>\$ 5,550,640</b>

Farrell E. Hanzaker, Chief Financial Officer

Date

Aaron C. Spence, Ed.D., Superintendent

Date

**Purpose of budget transfer requests:** To purchase interactive white boards, chromebooks for classrooms, replace stage rigging and curtains, refinish gym floors, paint ten schools, increase the budgets for transportation monitoring of special education students and transporting homeless and displaced students per the McKinney-Vento Homeless Assistance act



**Subject:** Textbook Adoption: Secondary Mathematics **Item Number:** 13A

**Section:** Information **Date:** April 9, 2019

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

**Prepared by:** James M. Pohl, Ph.D., Executive Director, Secondary Teaching and Learning

Dena McElligott, Coordinator, Secondary Mathematics

G. Thomas Coker, Coordinator, Secondary Mathematics

**Presenter(s):** James M. Pohl, Ph.D., Executive Director, Secondary Teaching and Learning

**Recommendation:**

That the School Board review and approve the following grade 6 – Algebra II/Trig digital resource as recommended by the Secondary Mathematics Digital Resource Adoption Committee for implementation in the fall of 2019.

Course Title	Digital Resource	Publisher	Copyright
All mathematics courses from grade 6 to Algebra II with Trigonometry (excluding Algebra, Functions, and Data Analysis)	<i>Mathspace</i>	Mathspace Inc.	N/A

**Background Summary:**

The members of the Secondary Mathematics Digital Resource Adoption Committee viewed presentations from the representatives from various digital resources. The committees analyzed the resources for their alignment with the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum. The digital resources were reviewed by teachers, parents, student representatives, and a university representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the digital resources, the Secondary Mathematics Digital Resource Adoption Committee recommends the above digital resource as its first-choice for implementation in the fall of 2019.

A negotiation team composed of the Executive Director of the Office of Secondary Teaching and Learning, the Coordinators for Secondary Mathematics, and the Procurement Specialist in the Office of Purchasing Services communicated with the appropriate personnel from the digital resource companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed digital resource will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Math 6, Advanced Math 6	<i>Virginia Math Connects Course 1</i>	2012	8
Pre-Algebra, Math 7, Advanced Math 7	<i>Pre-Algebra (Virginia Edition)</i>	2012	8
Math 8	<i>Mathematics Course 3</i>	2010	6
Algebra I Honors, Algebra I Series Part 1, Algebra I Series Part 2	<i>Algebra 1 (Virginia Edition)</i>	2012	8
Geometry Honors, Geometry Series Part 1, Geometry Series Part 2	<i>Geometry (Virginia Edition)</i>	2012	8
Algebra II, Algebra II with Trigonometry	<i>Algebra 2 (Virginia Edition)</i>	2012	8

**Source:**

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252  
School Board of the City of Virginia Beach Policy 6-60

**Budget Impact:**

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
All mathematics courses from grade 6 to Algebra II with Trigonometry (excluding Algebra, Functions, and Data Analysis)	\$214,520.00	\$186,000.00



**Secondary Mathematics  
Digital Resource Adoption  
Implementation for Fall 2019**

Course(s)	Recommendations	Student Enrollment	Yearly Implementation Cost	Three Year Implementation Cost
All mathematics courses from grade 6 through Algebra II with Trigonometry (excluding Algebra, Functions, and Data Analysis)	<b>First Choice:</b> <i>Mathspace, Mathspace, Inc.</i>	31,000	\$214,520.00	\$643,560.00
	<b>Second Choice:</b> <i>IXL, IXL Learning, Inc.</i>	31,000	\$186,000.00	\$558,000.00

# **TEXTBOOK ADOPTION RECOMMENDATION**

**ALL SECONDARY MATHEMATICS  
COURSE FROM GRADE 6 THROUGH  
ALGEBRA II WITH TRIGONOMETRY  
(EXCLUDING ALGEBRA, FUNCTIONS  
AND DATA ANALYSIS)**

**April 9, 2019**

*Department of Teaching and Learning*

## **SECONDARY MATHEMATICS DIGITAL RESOURCE ADOPTION TIMELINE**

May 2018	Submitted a Request for Proposal (RFP) through the Office of Purchasing Services.
August 2018	Secondary Mathematics Coordinators and Specialist reviewed the RFP responses and selected three digital resources that were fully aligned to the Virginia Standards of Learning and the Virginia Beach City Public Schools curriculum.
November 2018	A Principal's packet memo was released and members of the Secondary Mathematics Digital Resource Committee were selected.
December 2018	The Secondary Mathematics Digital Resource Adoption Committee members met with representatives from the three digital resources and selected a first- and second-choice. Each committee member completed an evaluation form for each digital resource reviewed.
Dec 2018 – Jan 2019	The information to access the digital resources were placed in the public library and the School Administration Building for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. Public comments were received.
February 2019	Negotiations were conducted with appropriate representatives of the digital resources, the Executive Director of the Office of Secondary Teaching and Learning, the Coordinators for Secondary Mathematics, and the Procurement Specialist in the Office of Purchasing Services.
February 2019	The Secondary Mathematics coordinators used the recommendations from the committee to prepare the report for the School Board.

**SECONDARY MATHEMATICS  
DIGITAL RESOURCE ADOPTION COMMITTEE**

**Committee Chairpersons**

Dena McElligott, Secondary Mathematics Coordinator  
G. Thomas Coker, Secondary Mathematics Coordinator

**Instructor Representatives**

Nicole Berger  
Amanda Booth  
Ruth Crew  
Katelyn Devine  
Carolyn Hedrick  
Kimberly Kelleher  
David Lamb  
Peggy Lamb  
Xaioli Li  
Victoria Lowery  
Mary McLinda  
Angela Norell  
Katherine Shonk  
Joy Simone  
Crystal Whitmire  
Joshua Wilks  
Nathan Wingert  
Christy Wood  
Rebecca Yaple

**Parent Representative**

Jim Stewart, parent, Ocean Lakes High School

**University Representative**

Christine Trinter, Ph.D., Faculty Member, University of Notre Dame Center for STEM Education

**Student Representatives**

Middle School student, Independence Middle School  
High School student, Princess Anne High School

**SECONDARY MATHEMATICS  
DIGITAL RESOURCE ADOPTION COMMITTEE  
GRADE 6 – ALGEBRA II WITH TRIGONOMETRY**

**FIRST-CHOICE RECOMMENDATION**

The Secondary Mathematics Digital Resource Adoption Committee recommends the following digital resource as its first choice for adoption by Virginia Beach City Public Schools:

*Mathspace, Mathspace Inc.*

The recommended digital resource displays the following strengths:

- Provides immediate feedback through practice including hints, videos, and links to lessons when students are struggling to master a concept.
- Teachers can create and develop their own tasks, assignments, and assessments.
- Provides vertical articulation so students can fill gaps in their learning.
- Students are required to show their work as they progress through the problem to provide more specific feedback when errors are made. (Multiple representations are accepted as correct work and answers.)
- Provides real world and application questions that requires high level/critical thinking.
- Supports students with special needs with a read aloud feature.
- Supports ELL students by providing Spanish translations.
- Mathspace provides digital lessons that are aligned to the Virginia Standards of Learning and the VBCPS curriculum.
- Mathspace has a dynamic computer adaptive testing environment with a large bank of questions.

**FIRST-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
SECONDARY MATHEMATICS**

Digital Resource	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs	Total Implementation
Student License	1 per student	\$6.92	31,000	\$214,520.00	\$643,560.00	\$643,560.00
Total Implementation Cost						<b>\$643,560.00</b>

**SECONDARY MATHEMATICS  
DIGITAL RESOURCE ADOPTION COMMITTEE  
GRADE 6 – ALGEBRA II WITH TRIGONOMETRY**

**SECOND-CHOICE RECOMMENDATION**

The Secondary Mathematics Digital Resource Adoption Committee recommends the following digital resource as its second choice for adoption by Virginia Beach City Public Schools:

*IXL, IXL Learning, Inc.*

The recommended digital resource displays the following strengths:

- Easy to use and implement.
- A great supplement for the curriculum.
- IXL provides a diagnostic test to determine students' strengths and weaknesses.
- Large number of practice question sets are aligned to the Virginia Standards of Learning.

The recommended digital resource displays the following limitations:

- No real world application.
- Cannot view student work and students/teachers only receive a smart score to measure progress.
- Feedback to students is in general, written form that is the same for all students. It does not address individual misconceptions or leaning opportunities to fill in gaps.
- No assessment bank and teachers cannot create their own assessments.
- No enrichment opportunities for students are available.

**SECOND-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
SECONDARY MATHEMATICS**

<b>Digital Resource</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>Three-Year Projected Costs</b>	<b>Total Implementation</b>
Student License	1 per student	\$6.00	31,000	\$186,000.00	\$558,000.00	\$558,000.00
<b>Total Implementation Cost</b>						<b>\$558,000.00</b>



Subject: Policy Review Committee Recommendations Item Number: 13B1-8

Section: Information Date: April 9, 2019

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

Prepared by: Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Constituent Services

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

**Recommendation:**

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their March 14, 2019 meeting and presented for information to the School Board April 9, 2019.

**Background Summary:**

Policy 5-47 / School Sponsored Associations, Clubs and School Organizations

*Policy reviewed and minor scrivener changes made.*

Policy 5-61 / First Aid/Emergency Care

*Updates made to the legal reference to this Policy mandating that each school in the School Division shall have in the building a minimum of three school employees that have a current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED)*

Policy 7-1 / Relations with the Public

*Policy reviewed and minor scrivener changes made.*

Policy 7-2 / Notification of School Board Meetings

*Policy reviewed for legal sufficiency.*

Policy 7-3 / Access to Records

*Policy reviewed for legal sufficiency.*

Policy 7-6 / Relations with the News Media

*Policy reviewed for legal sufficiency and to update language related to electronic recording of students.*

Policy 7-10 / Communications with the Public

*Language added to include the notification of the Department of Communications of public petitions, complaints or concerns.*

Policy 7-15 / Distribution/Announcements of Outside Communications

*Policy reviewed and minor Scrivener changes made.*

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of March 14, 2019

**Budget Impact:** None.

## STUDENTS

### School sponsored Associations, Clubs and School Organizations

#### A. Generally

The ~~S~~school ~~B~~board encourages and permits principals to establish school-sponsored associations, clubs and organizations for students that will supplement the school's goals and objectives. The Superintendent or designee is authorized to develop regulations, guidelines and procedures regarding such groups.

#### B. School-Sponsored

The following conditions apply toA school-sponsored association~~s~~, club~~s~~ or organization~~s~~ ~~shall have, but not be limited to, the following:~~

1. have the written approval of the principal or designee;
2. be sponsored by a faculty member;
3. have a constitution and statement of objectives approved by the principal and on file in t-he school office;
4. agree to comply with all applicable law, policy and regulation;
5. handle all of its funds through the student activity fund;
6. ~~and, in accordance with its regulations,~~ have a membership open to qualified students;
7. assess only rReasonable dues/~~fees from student memabers~~, approved in advance by the principal or designee, ~~may be assessed the student members~~; ~~and~~
8. not be a secret society or club, sorority or fraternity whose membership depends upon the permission of the group rather than the free choice of the qualified student. ~~Such groups will not be permitted to function in any school in the School Division~~; and
9. other good and just conditions appropriate to the situation.

#### C. ~~Secret Societies~~

~~Sororities, fraternities, clubs or secret societies whose membership depends upon the permission of the group rather than the free choice of the qualified student will not be permitted to function in any school in this division.~~

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: 2019



## STUDENTS

### First Aid/Emergency Care

#### A. Generally

As mandated in the legal reference to this ~~P~~policy each school in the ~~School D~~ivision shall have in the building a minimum of ~~two full-time staff members~~ three school employees that have a current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED). ~~If one or more students diagnosed with diabetes attend the school two school employees must be trained in the administration of insulin and glucagon. who have attended and successfully completed courses approved by the State Board of Health in all of the following: cardiopulmonary resuscitation (CPR), choking rescue (Heimlich maneuver) basic first aid, and the assistance with the administration of glucagon/insulin if one or more students is diagnosed as having diabetes attends such school.~~

~~It is imperative that all schools have persons on school grounds throughout each day who have had this training.~~

#### B. Procedural Guidelines

1. Each principal shall determine the number of staff members who have successfully completed such courses.
2. In those instances where there are fewer than two qualified staff members volunteers shall be solicited for training programs.
3. Course fees and travel expenses related thereto for training and/or retraining will be paid by the ~~S~~school ~~B~~oard.
4. Students, school staff and the central office shall be made aware of the identity of the individuals concerned.
5. Principals may exercise discretion in providing compensatory free time from routine non-class duties for staff carried on their emergency team rosters.

#### C. Reports to the School Board

The ~~S~~uperintendent shall advise the ~~S~~school ~~B~~oard when the ~~School D~~ivision is in compliance with this standard for accreditation.

#### D. Life-sustaining Emergency Care

1. School nurses and appropriately trained staff members, whose responsibilities include the provision of life-sustaining emergency care, shall take all reasonable steps to provide such care to any student on school grounds in need of life-sustaining, emergency care. Access to emergency

medical services (rescue) shall be handled in accordance with the ~~regular S~~school ~~B~~board policies and regulations and the Health Services Manual to secure prompt transportation of the student to hospital facilities.

2. ~~Minor s~~Students, whose parents, guardians, or physicians have indicated their student should not be resuscitated, or adult students who have indicated that they do not wish to be resuscitated will also be accommodated with life-sustaining emergency care and transported, if necessary, to a nearby medical facility. In all situations, and in accordance with ~~S~~school ~~B~~board policy and/or regulations and the Health Services Manual, parents/legal guardians of minor students will be immediately contacted.

3. For the purpose of this ~~P~~policy, "life-sustaining emergency care" means any procedure or intervention applied by the school nurse or any appropriately trained school staff that may prevent a student from expiring who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care include (but are not limited to): efforts to stop bleeding, choking rescue, (Heimlich maneuver), rescue breathing, and cardio-pulmonary resuscitation (CPR) and the administration of glucagons/insulin if one or more students is diagnosed as having diabetes attends such school. It will be the intent of school personnel to maintain the comfort level of the student while awaiting the arrival of emergency medical services (rescue).

#### **Editor's Note**

*The Virginia Beach City Public Schools Health Services Manual is posted on the VBCPS Intranet Publications.~~provided in each school clinic as a guide for health care services.~~*

#### **Legal Reference:**

Virginia Board of Education Regulations, "Governing the Accreditation of Public Schools in Virginia"

~~at § §-VAC 20-131-260C School Facilities and Safety. "Each school shall have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the School has: 1. Written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan shall be outlined in the student handbook and discussed with staff and students during the first week of each school year; 2. Space for the proper care of students who become ill." (July 2, 2001)~~

Code of Virginia Va. Code §§ 22-1-274.1, as amended.

Code of Virginia -and §22.1-274.2, as amended.

Policy 5-55 — Health Services/Health Services Manual.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: July 19, 1994

Amended by School Board: January 8, 2002

Amended by School Board: 2019

## COMMUNITY RELATIONS

### **Relations with the Public**

The School Board recognizes citizens' rights to participate in educational decisions and their right to be informed about how pupils are being educated and how school funds are spent. The School Board endorses an affirmative public communication policy and accepts responsibility for keeping the community informed about schools. In cooperation with administrators and teachers, it seeks opportunity to inform individual citizens and organizations about educational services, initiatives, accomplishments, needs, challenges, costs, revenues, expenditures and other pertinent topics.

The School Board and Superintendent seek and welcome individual and group opinions, suggestions, and questions regarding school matters. Regular School Board meetings shall be open to the public and to the news media. Closed sessions shall be held only in compliance with state law.

School Board Members, administrators, teachers, and staff recognize the news media, VBTV (the municipal cable television channel), the School Division's website and social media channels to be important means of keeping people informed about school-related news and information. They welcome the interest and assistance of publishers, editors, station managers, and reporters. School Board Members, administrators, teachers and staff desire to provide representatives of all news media with available non-confidential facts about schools. All news releases will be distributed electronically to local news media and will be posted on the School Division's website for convenient public access.

The Superintendent is authorized and directed to prepare publications needed to keep citizens informed about educational services, initiatives, achievements, needs, costs, challenges, revenues, and expenditures and other pertinent topics. The Superintendent is directed to provide parents, guardians and students at the beginning of each school year the academic objectives, standards of learning, and requirements for graduation as required by the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia. The Superintendent will ensure that each school provides to the adult student and parents/legal guardians of minor students~~children~~ attending the school and to the school community a written School Performance Report Card that complies with the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia.

To ensure that information on the School Division's website, vbschools.com, is accessible to the greatest extent possible to all site visitors, including individuals with disabilities, the website follows the Website Content Accessibility Guidelines (WCAG) 2.0. These guidelines were created by the World Wide Web Consortium to set website standards to assist individuals with disabilities. The School Division continuously reviews and updates its website to ensure compliance with current and future standards.

Some pages on vbschools.com contain links to third party sites, which are not within the control of VBCPS and may not comply with accessibility standards. VBCPS is not responsible for the content or accessibility of third party sites. The School Division is in the process of incorporating website accessibility into its procurement process for products or services used on vbschools.com.

Community members who are experiencing difficulty accessing information on vbschools.com, should contact the School Division's Department of Media and Communications at 757-263-1075 to obtain the information in an alternative format.

All School Board employees and volunteers shall seek to maintain positive relationships with students, parents, organizations, and news media, thus helping implement this Policy.

**Editor's Note:**

See also [School Board policy 7-10](#) and any implementing regulations.

**Legal References:**

Code of Virginia §22.1-253.13:7, as amended, Standard 7. School board policies.

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

Adopted by School Board: October 21, 1969

Amended by School Board: November 18, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: September 15, 1998

Amended by School Board: May 25, 2004

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014  
Amended by School Board: January 23, 2018

Amended by School Board: 2019

## COMMUNITY RELATIONS

### **Notification of School Board Meetings**

#### **A. Generally**

The School Board, through the Clerk, shall give notice of the date, time, and location of its meetings by placing the notice in a prominent public location at which notices are regularly posted, in the office of the Clerk of the School Board, and on the School Division's website or other electronic mediums. Notice, reasonable under the circumstance, of special or emergency meetings shall be given contemporaneously with the notice provided to the School Board Members and in accordance with applicable law. The Clerk shall also publish an annual notice of all regularly scheduled School Board meetings.

#### **B. Notification on a Continual Basis**

Any person may annually file a written request for notification with the Clerk with the appropriate identifying information, and the Clerk will ~~make arrangements~~plan to have notice of all School Board meetings made directly to the requestor, including by electronic notice if agreed to ~~by~~ the requestor.

#### **C. Public Attendance**

The public is encouraged to attend all open meetings of the School Board. Any person wishing to address the School Board should abide by the procedures as outlined in the School Board Bylaw 1-47, Public Participation.

#### **Legal Reference:**

Code of Virginia §2.2-3700, et seq., as amended. Virginia Freedom of Information Act.

Adopted by School Board: February 15, 1977

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2019

## COMMUNITY RELATIONS

### Access to Records

#### A. Generally

Official records of the School Board are open to inspection during regular business hours in accordance with applicable law and under conditions set forth by the Superintendent or designee.

#### B. Fee for Search Time and Copying

As authorized by Virginia Code, the School Division may assess charges for the cost of staff time to search for and produce responsive records. Those charges are based on the hourly rate provided by the Department of Human Resources. Copies of official records may be made in accordance with applicable law. A reasonable fee may be charged for search time and/or duplication expense in supplying copies.

#### Legal Reference:

Code of Virginia § 2.2-3700 et seq., as amended. Virginia Freedom of Information Act.

Code of Virginia § 22.1-287, as amended. Limitation on access to records.

Code of Virginia § 22.1-287.1, as amended. Directory Information.

Code of Virginia § 2.2-3800- 3809, as amended. Government data collection and dissemination practices act.

#### Editor's Note:

*See also* School Board [Policies 4-15](#), Personnel Records and [5-31](#), Student Records and any implementing 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: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2019

## COMMUNITY RELATIONS

### Relations with the News Media

#### **A. Generally**

The School Board desires to cooperate with the news media in providing the public with pertinent facts concerning the School Division and its schools. The Superintendent or designee shall establish a basic and reliable source to which the news media may turn to for information.

#### **B. Attendance at School Board Meetings**

The School Board encourages the attendance of the news media at all open School Board meetings.

#### **C. Interviews/Photographs/Videotaping**

The School Board permits the interviewing/photographing/filming of students and teachers during the school day only if the interviews, in the judgment of the principal or Superintendent, do not disrupt the educational program or tend to cause undue confusion. ~~Parental P~~permission will be required to interview/photograph/film either from the adult student or the parent/legal guardian of students under age eighteen (18). Crowd shots that are not meant to individually identify students will be exempt from the ~~parental~~ permission requirement. ~~Parental p~~Permission, for the purpose of this Policy, will be defined as an adult student's or the minor student's parent or legal guardian's signature on the Parent Acknowledgement Form distributed with the annual School Handbook or by parent/legal guardian signature on an individual release form.

#### **D. Athletic Contests and Student Performances**

The Superintendent may permit the broadcasting and/or online streaming of athletic contests and student performances by radio or television provided that the broadcast is done as a public service or that the sponsor of the broadcast is appropriate. As such events are generally open to the public to attend and photograph, permission or ~~parental/legal guardian~~ release forms will not be required in such instances.

#### **E. Student Participation in Media programs ~~Radio or Television~~**

When given approval by the Superintendent or his/her designee, students may participate in media ~~radio or television~~ programs if the programs' objectives are to educate the public concerning the



public schools or to provide a learning experience for the participating students. Written parental/legal guardian permission must be secured for any student (under age 18) or from the adult student being interviewed, photographed or videotaped prior to the student's participation, unless the appropriate Parental Acknowledgement Form is on file in the student's school.

It shall be clearly understood that the School Board does not endorse the product or products of any sponsor.

Editor's Note:

See School Board [Policy 5-66](#): Student Directory Information

See School Board [Policy 5-31](#): Student Records

**Legal Reference:**

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232(h), as amended.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), as amended.

No Child Left Behind Act of 2001 as amended by Every Child Succeeds Act, 20 U.S.C. § 6301, *et seq.*, as amended.

Adopted by School Board: October 21, 1969

Amended by School Board: November 18, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: May 15, 2004

Amended by School Board: August 19, 2014

Amended by School Board: 2019

## COMMUNITY RELATIONS

### **Communications from the Public**

Communications from the public, including petitions and complaints, are to be directed first to the principal of the school involved and will then ~~to~~ follow the lines of responsibility to the appropriate supervisor, followed by the Superintendent or ~~his/her~~ designee for a response and/or resolution at the appropriate level. The Department of Media and Communications also will be notified of such complaints where appropriate.

Communications submitted to the School Board following a response and/or resolution by the Superintendent or ~~his/her~~ designee will be reviewed by the School Board at its sole discretion. Public complaints that concern School Board actions, School Board operations, and individual School Board Members will be directed to the School Board. No anonymous communications shall be considered.

The Superintendent shall be given an opportunity to examine and evaluate all such information and to recommend action before the School Board attempts to make a decision regarding communications from the public.

#### **Editor's Note:**

For complaints regarding students or employees see School Board [Bylaw 1-25](#).

For challenged controversial materials see School Board [Policy 7-12](#) and any implementing regulations.

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2019

## COMMUNITY RELATIONS

### Distribution/Announcement of Outside Communications

#### A. Generally

The School Board prohibits the distribution, by means of students, of materials or information which publicly ~~endorse~~endorse, or support groups or organizations involved in a commercial endeavor for profit.

#### B. Public Announcements

Principals are authorized to arrange for announcements in the schools regarding community programs and scheduled activities or events ~~which~~that have educational or recreational value, as determined by the principal.

#### C. Distribution of Literature

Communications to families sent home with students or distributed in digital or electronic format shall be reviewed carefully by each principal before permission is granted to distribute pamphlets, notices, and other communications. If a principal is in doubt, he/she shall seek permission from the appropriate supervisor in the Department of School Leadership. If doubt exists at this level as to whether or not distribution should be made, permission shall be denied until the disposition of the matter is made by the Superintendent or designee.

~~Outside~~ organizations seeking to distribute communications to more than one school or school administration site will submit the proposed communication to the Department of Media and Communications. The Department of Media and Communication will review the communication for compliance with applicable policy, regulation or law and alignment with the educational environment. If approved for distribution, the communication will be provided to applicable principals and be distributed to families.

#### D. Within Schools

The distribution within schools of notices or communications originating with non-school organizations shall be restricted to patron organizations and to those announcements of a specific nature which, in the judgment of the principal, are of significant educational value. Boy Scouts, Girl

Scouts, and other patriotic groups (as defined by state or federal law) will be allowed to distribute notices or communications regarding membership to the same extent as other patron organizations.

#### **E. By Students**

Students should not be used to distribute notices or communications to parents unless such communications originate with the school, are of an official school nature, including patron organizations affiliated with the school, or possess significant educational value. Students shall only be used to distribute information of a non-school nature when it pertains to school-related organizations or when, in the judgment of the principal, such notice of information is of educational significance and/or important to the community as a whole.

#### **F. Use of Interoffice (Pony) Mail Services/Communication Systems**

The use of the School Division's interschool mail distribution service and communication systems shall be limited to school business and, with the approval of the Superintendent or his/her designee, communications by parent-teacher organizations, other school-related organizations, or employee associations as defined in [Policy 4-32](#).

#### **Legal Reference:**

Boy Scouts of America Equal Access Act, 20 U.S.C. §7905, *et seq.*, as amended

#### **Editor's Note**

For advertising in the schools see School Board [Policy 7-14](#) and any implementing regulations.

For acceptable use of computer systems see School Board [Policy 6-64](#) and School Board [Regulation 6-64.1](#)

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

Amended by School Board: August 2, 2016

Amended by School Board: April 24, 2018

Amended by School Board: 2019



**Subject:** School Bus Use for City Events **Item Number:** 13C

**Section:** Information **Date:** April 9, 2019

**Senior Staff:** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Prepared by:** Jack Freeman

**Presenter(s):** Jack Freeman

**Recommendation:**

That the School Board receive administration's recommendation for use of 70 school buses to provide shuttle bus services for the attendees of the "Something in the Water" festival.

**Background Summary:**

The Code of Virginia and School Board policy allow for school buses to be used for public purposes. On March 15, 2019, Dave Hansen, Virginia Beach city manager, formally requested Dr. Aaron Spence, superintendent, to permit the use of school buses for a shuttle bus service from the parking location on General Booth Boulevard to the 5<sup>th</sup> Street drop-off location. The City of Virginia Beach has indicated the City will be responsible for all associated expenses for the use of the school buses for this event.

**Source:**

Code of Virginia – § 22.1-182 (Use of School Buses for Public Purposes)  
School Board Policy 7-52

**Budget Impact:**

None