



# 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, March 26, 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. Legislative General Assembly 2019 Session Review by Kemper Consulting
  - C. Community Engagement Update
  - D. Forecast of Agenda Topics FY19 4<sup>th</sup> Quarter – April, May, June 2019
- 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. State Basketball Champions
  - B. World Language Teacher of the Year
- 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.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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

**Tuesday, March 26, 2019**

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### **9. *Approval of Minutes:* March 12, 2019 Regular Meeting**

### **10. *Adoption of the Agenda***

### **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. School Library Media Month and National Library Week
2. Mathematics Awareness Month
3. 2019 Virginia School Boards Association Business Honor Roll

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

1. Policy 4-2 Employee Conduct
2. Policy 5-14 School Attendance Zones
3. Policy 5-48 Social Activities
4. Policy 5-50 Class Gifts/Exchanging Gifts
5. Policy 5-51 Student Vehicles
6. Policy 5-53 Activities: Access to School Facilities

#### **C. Schedule of School Board Meetings through June 30, 2020 Addendum**

### **12. *Action***

- A. Personnel Report / Administrative Appointments **UPDATED 3/27/2019**
- B. SY2019-20 School Calendar Adjustment: March 2020

### **13. *Information***

- A. Technology and Career Education Carl Perkins SY20 Grant
- B. 2019-2020 Special Education Annual Plan/Part B Flow-Through Application
- C. Interim Financial Statements – February 2019

### **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:** Legislative Review of 2019 General Assembly Session **Item Number:** 1B

**Section:** Workshop **Date:** March 26, 2019

**Senior Staff:** N/A

**Prepared by:** Legislative Liaisons from Kemper Consulting

**Presenter(s):** Legislative Liaisons from Kemper Consulting

**Recommendation:**

The School Board's legislative liaisons from Kemper Consulting will present a review of the 2019 General Assembly Session.

**Background Summary:**

**Source:**

**Budget Impact:**



**Subject:** Community Engagement Update **Item Number:** 1C

**Section:** Workshop **Date:** March 26, 2019

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

**Prepared by:** Natalie Allen, Chief Media and Communications Officer, Dept. of Media and Communications

**Presenter(s):** Dr. Amber Rach, Director of Community Engagement, Dept. of Media and Communications

**Recommendation:**

That the School Board be informed and updated about the ongoing initiatives in the Office of Community Engagement.

**Background Summary:**

VBCPS values and promotes active engagement of the community in all our schools through volunteer and mutually beneficial partnership activities. Individual volunteers, business, organization and military command partnerships contribute to the academic achievement of our students and the overall continuous improvement of VBCPS. In this update, the Office of Community Engagement will make members of the School Board aware of how the office supports schools across the division, as well as how the office supports the strategic plan, Compass to 2020.

**Source:**

*The Department of Media and Communication's Office of Community Engagement*

**Budget Impact:**

None



**Subject:** Forecast of Agenda Topics FY19, 4<sup>th</sup> Quarter – April, May, June 2019 **Item Number:** 1D

**Section:** Workshop **Date:** March 26, 2019

**Senior Staff:** Marc A. Bergin, Chief of Staff

**Prepared by:** Marc A. Bergin, Chief of Staff

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

**Recommendation:**

That the School Board receive Administration's forecast of agenda topics to be presented during FY19 fourth quarter – April, May, June, 2019.

**Background Summary:**

**Source:**

**Budget Impact:**



**Subject:** State Basketball Champions **Item Number:** 6A

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 26, 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 Princess Anne High School girls basketball and Landstown High School boys basketball teams for winning the Class 5 and Class 6 state championship, respectively.

**Background Summary:**

This is Princess Anne's sixth consecutive girls basketball state championship and the program's 10th overall title, which are both Virginia High School League records.

This is Landstown's first boys basketball state championship title in the program's history.

**Source:**

VHSL website ([www.vhsl.org](http://www.vhsl.org))

**Budget Impact:**

None



**Subject:** World Language Teacher of the Year **Item Number:** 6B

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 26, 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 Ocean Lakes High School teacher Eric Jaworski who was named the state world language teacher of the year by the Foreign Language Association of Virginia (FLAVA).

**Background Summary:**

Jaworski was selected as Virginia's teacher of the year for demonstrating excellence in foreign language instruction and exemplary practice as an innovative practitioner whose work inspires students and communities.

**Source:**

NECTFL website ([www.nectfl.org](http://www.nectfl.org))

**Budget Impact:**

None



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

**Section:** Approval of Minutes **Date:** March 26, 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 12, 2019 regular School Board meeting as presented

**Background Summary:**

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A





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<b>Laura K. Hughes</b> At-Large	<b>Victoria C. Manning</b> At-Large	<b>Joel A. McDonald</b> District 3 – Rose Hall
<b>Trenace B. Riggs</b> District 1 – Centerville	<b>Carolyn T. Rye</b> District 5 - Lynnhaven	<b>Carolyn D. Weems</b> District 4 - Bayside

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

## **School Board Regular Meeting MINUTES**

**Tuesday, March 12, 2019**

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

**Closed Meeting: Legal Matters:** The School Board convened in the einstein.lab at 4:03 p.m. All School Board members were present with the exception of Mr. McDonald who was absent from the meeting. Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 7 & 8, of the *Code of Virginia*, 1950, as amended, for Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body, pursuant to Section 2.2-3711(A)(7); and consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel, Section 2.2-3711(A)(8); namely to discuss pending and probable litigation regarding the School Board and School Division; namely to discuss

1. Settlement offers in two pending cases;
2. Status of pending litigation;
3. Recent settlements of lawsuits against the school division; and
4. Direction to legal counsel on how to proceed with a legal matter.

The motion passed (ayes 10, nays 0) and the School Board entered into a closed session at 4:05 p.m.

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

4. Direction to legal counsel on how to proceed with a legal matter: School Board members with the exception of Mr. McDonald who was absent from the meeting; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Christopher S. Boynton, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
1. Settlement offers in two pending cases;
2. Status of pending litigation; and



3. Recent settlements of lawsuits against the school division:

School Board members with the exception of Mr. McDonald who was absent from the meeting; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Christopher S. Boynton, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 4:45 p.m.

Certification of Closed Meeting: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 10, nays 0).

Ms. Riggs made a motion, seconded by Ms. Manning, directing the City Attorney's Office to file a petition of writ of special election and request declaratory judgement regarding vacation of the District 3 Rose Hall seat and timeline of the appointment process. The motion passed (ayes 10, nays 0).

The School Board recessed at 4:47 p.m. and reconvened in workshop format at 4:51 p.m.

**INFORMAL MEETING**

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:51 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.

A. School Board Administrative Matters and Reports: School Board members were asked to RSVP to the School Board Clerk for the Virginia School Boards Association (VSBA) Tidewater Region Forum scheduled for April 2019 in Suffolk.

Chairwoman Anderson reported on a meeting with the Mayor and Vice Mayor regarding the resolution being entertained by the School Board requesting additional funding to complete the implementation of full-day kindergarten. She explained she invited Mr. Edwards to accompany her because of his knowledge of the Revenue Sharing Formula (RSF) and rapport with the Mayor. She advised of adjustments made to the resolution as a result of their discussion to remove reference to a specific factor of an increase in real estate taxes, and add language that provides for funds to be identified from any other revenue fund with a tax increase considered only if funds could not be identified elsewhere.

An adjustment to the Plan for Continuous Improvement for Kempsville Meadows was distributed.

Finally, Chairwoman Anderson reported she had check on Superintendent Spence's schedule, and asked for School Board consensus to direct the Retreat Ad Hoc Committee



to establish July 8 and 9, 2019 as the dates for the School Board's Retreat. There being no objection, she noted an adjustment to the School Board's Schedule of Meetings will be presented as part of the Consent Agenda for approval on March 26.

There were no further matters or reports presented by School Board members.

This portion of the workshop concluded at 5:01 p.m.

- B. An Achievable Dream Academy (AADA) Ad Hoc Committee Update: As Chair of the Ad Hoc Committee for An Achievable Dream Academy (AADA), Mr. Edwards presented an update on the work of the committee which he noted had met six times since being established in May 2018. He reported the original Memorandum of Understanding (MOU) for the elementary program was due to expire and did not address the secondary program already in year one. He explained enrollment has been marginal with AADA struggling to meet initial goals established in the MOU, and advised of discussion to expand the recruitment area to include offering the program to adjacent enrollment areas. Other elements being considered were in the area of transportation costs, instructional progress and academic achievement, and multiple options for the secondary facility. He concluded by noting the committee is scheduled to meet again in March so that additional information can be presented at a future School Board workshop.

This portion of the workshop concluded at 5:11 p.m.

- C. School Start Times: Community Feedback Plan on Options: Daniel F. Keever, Senior Executive Director of High Schools, presented a brief review of the timeline and process related to direction provided by the School Board by way of a November 2018 School Board resolution directing the Superintendent to develop start time options allowing adolescent students to start school later to begin in the 2020-21 school year. After providing an overview of key data items garnered from the 2017 community survey, he shared four options, describing the strengths and challenges for each, to be presented to the larger community for feedback during winter/spring 2019 for the School Board to review recommendations and approve revised school start times for implementation in September 2020 for the 2020-21 school year.

The workshop concluded at 5:43 p.m.

2. **Closed Meeting** (preceded Informal Meeting)
3. **School Board Recess:** The School Board recessed at 5:43 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. Perfect ACT Scores: The School Board recognized Ocean Lakes High School students Noah Siraj and Joshua Minter, juniors in the Mathematics and Science Academy, for earning perfect scores on the ACT achieving the highest possible composite score of 36.
  - B. Microsoft Office Specialist State Championship Winners: Four students from Princess Anne High School were recognized by the School Board as first place winners in the Microsoft Office Specialist State Competition presented by Certiport, Inc., a global competition that tests students' skills in Microsoft Office Word, Excel and PowerPoint. The students won events in Microsoft Word 2013 and 2016 as well as Microsoft PowerPoint 2013 and 2016.
  - C. Indoor Track and Field Champions: The School Board recognized seven student athletes that finished first at the 2019 Virginia High School League (VHSL) Class 5 and 6 state indoor track and field championship. The student athletes were from Ocean Lakes, Princess Anne, Salem, and Tallwood high schools and won events for girls' 1,000-meter run, boys' 300-meter dash, girls' 4x200 relay, and boys' long jump.
  - D. State Wrestling Champions: Five student athletes were recognized by the School Board for winning the 2019 VHSL Class 5 and 6 state wrestling championship. The five athletes are students at Bayside, First Colonial, Kellam, and Princess Anne high schools.
  - E. Swim and Dive State Champions: The School Board recognized nine student athletes who finished first at the 2019 VHSL Class 5 and 6 state swim and dive championship. The nine athletes are students from First Colonial, Kellam, Ocean Lakes, and Princess Anne high schools, and won the boys' 200-yard freestyle, boys' 100-yard butterfly, boys' 100-yard backstroke, girls' 200-yard freestyle, girls' 100-yard backstroke, girls' 200-yard individual medley, girls' 500-yard freestyle, girls' 100-yard freestyle, girls' 200-yard freestyle relay, girls' 400-yard freestyle relay, and girls' 1-meter dive.
  - F. 2018 VA Purple Star Designation Schools: Two additional schools, New Castle Elementary School and Kempsville High School, were recognized by the School Board for achieving the 2018 Purple Star designation awarded to schools that have demonstrated a major commitment to students and families connected to our nation's armed forces, bringing the division total to eight schools earning the designation.
7. ***Superintendent's Report***: Five things shared in the Superintendent's Report were related to 1) the Beach Girls Rock event at Salem High School on March 30; 2) the Pearls of Wisdom Oyster Roast and Barbecue at 24<sup>th</sup> Street on April 6; 3) the All-City Music Festival, March 22 and 23; 4) Beach Bags Food Drive on March 28; and 5) March 29 Staff Day as no school for students.
8. ***Hearing of Citizens and Delegations on Agenda Items***: The School Board heard comments from 10 citizens and delegations regarding the proposal to request additional funds from the City to complete the implementation of full-day kindergarten.



**9. Approval of Minutes:**

- A. February 26, 2019 Regular School Board Meeting: Ms. Riggs made a motion, seconded by Ms. Felton, that the School Board approve the minutes of their February 26, 2019 regular meeting as presented. The motion passed (ayes 9, nays 0; 1 abstention – Rye who was absent from the February 26 meeting).
- B. March 5, 2019 Special School Board Meeting: Ms. Riggs made a motion, seconded by Ms. Hughes, that the School Board approve the minutes of their March 5, 2019 special meeting as presented. The motion passed (ayes 9, nays 0; 1 abstention – Melnyk who was absent from the March 5 meeting).

**10. Adoption of the Agenda:** There being no proposed adjustments to the published agenda, Ms. Weems made a motion, seconded by Ms. Holtz, 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 Mr. Edwards, 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. Global Studies and World Languages Academy course changes: Global Citizenship Seminar, Global Perspectives Seminar, Global Systems Seminar, and corresponding course objectives recommended for implementation in the 2019-20 school year at the Global Studies and World Language Academy at Tallwood High School evolving over the next three years with freshmen only implementation for the 2019-20 school year. The Classes of 2020, 2021 and 2022 will complete the curriculum currently approved by the School Board.
- B. New Secondary Peer Tutoring I and Peer Tutoring II, and corresponding course objectives for implementation in the 2019-20 school year designed to be year-long elective courses that enable high school students to take more centralized roles in their own learning while offering opportunities for them to take on learning-leadership roles in their school community through becoming "lead learners."
- C. Marine Biology course and corresponding course objectives for implementation in the 2019-20 school year as a semester-long science elective course that introduces students enrolled in the Mathematics and Science Academy at Ocean Lakes High School to the biology encompassed in marine environments and enhance the advancement of students who wish to major in marine biology, oceanography, physics, or other science fields.
- D. The School Board authorized the Superintendent to execute a contract with Comfort Systems of Virginia, Inc. in the amount of \$1,663,876 for MUAU replacement at Salem High School
- E. Bylaw 1-19 Duties of Chairman/Vice Chairman revised to authorize the School Board Chair to sign or approve required documents, use of funds, or provisions of services on behalf of the Superintendent related to establishing an approval path for financial documents required to accompany procurement card (P-card) transactions made by the





Superintendent. In the absence, unavailability or inability of the School Board Chair to act, the role will fall on the School Board Vice Chair as outlined in the bylaw.

**12. Action**

- A. Personnel Report: Vice Chair Melnyk made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated March 12, 2019 along with one administrative appointment recommended by the Superintendent. The motion passed (ayes 10, nays 0) and Superintendent Spence introduced Rachel S. White, current teacher at Kellam High School, as the new Coordinator of the Technology Academy at Landstown High School with an effective date to be determined.
- B. Plans for Continuous Improvement for Select Schools: Ms. Manning made a motion, seconded by Vice Chair Melnyk, that the School Board approve select school's Plans for Continuous Improvement (PCI) as presented inclusive of adjustments made to seven school plans' SMART goals related to student behavior as requested by the School Board when presented at their February 26 regular meeting. The motion passed (ayes 10, nays 0) and the PCI's were approved for the following schools:
- |                               |  |
|-------------------------------|--|
| Arrowhead Elementary          | Lynnhaven Elementary                           |
| Bayside High                  | Lynnhaven Middle                               |
| Bayside Middle                | Malibu Elementary                              |
| Birdneck Elementary           | New Castle Elementary                          |
| Brandon Middle                | Newtown Elementary                             |
| Brookwood Elementary          | Ocean Lakes Elementary                         |
| Centerville Elementary        | Pembroke Meadows Elementary                    |
| Christopher Farms Elementary  | Plaza Middle                                   |
| Diamond Springs Elementary    | Point O' View Elementary                       |
| Fairfield Elementary          | Princess Anne High                             |
| First Colonial High           | Rosemont Forest Elementary                     |
| Floyd Kellam High             | Salem High                                     |
| Green Run Elementary          | Seatack Elementary an Achievable Dream Academy |
| Green Run High                | Shelton Park Elementary                        |
| Independence Middle           | Tallwood High                                  |
| Indian Lakes Elementary       | Thalia Elementary                              |
| Kempsville High               | Three Oaks Elementary                          |
| Kempsville Meadows Elementary | Virginia Beach Middle                          |
| Kempsville Middle             | White Oaks Elementary                          |
| Landstown High                | Williams Elementary                            |
| Larkspur Middle               | Windsor Oaks Elementary                        |
| Luxford Elementary            | Woodstock Elementary                           |



- C. Resolution to Request Remaining Funds Needed to Complete Full Day Kindergarten Implementation: Vice Chair Melnyk read aloud the resolution to request remaining funds needed to complete the implementation of full-day kindergarten inclusive of modifications explained by the School Board Chair during the afternoon workshop on School Board Administrative Matters. Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve the resolution as reviewed. Prior to a vote, School Board members spoke to comments made by speakers during the Hearing on Agenda Items by reviewing unfunded mandates, per pupil costs, employee compensation, and the use of reversion funds, just to name a few. Several School Board members expressed concern that the item had not been identified as a priority during the budget development process, and stated their opposition to accelerating the already established five-year implementation plan with the potential for tax increase, effectively superseding employee compensation challenges. Following discussion, the motion passed (ayes 7, nays 3 - Hughes, Manning and Weems), and the resolution was adopted as follows:

**Resolution to Request Remaining Funds Needed to Complete Full-Day Kindergarten Implementation**

**WHEREAS**, the School Board has submitted a Budget Resolution for the FY 2019/20 Operating Budget which reflects a balanced budget based on the projected revenues from Federal, State, and Local Funds which includes Revenue Sharing Formula funding; and

**WHEREAS**, the total funds included in the balanced budget resolution total \$905,946,317 and the School Board desires to send to the City Council a separate budget resolution that reflects the additional funding required to complete the last two years of the full-day kindergarten program expansion.

**NOW, THEREFORE, BE IT**

**RESOLVED**: That pursuant to Section 4 of the City/School Revenue Sharing Policy, the School Board has determined that additional local funding is required beyond the balanced budget; and be it

**FURTHER RESOLVED**: That the School Board requests additional funding in the amount of \$4,859,000; and be it

**FURTHER RESOLVED**: That the purpose for the additional funding is to provide a continuing source of funds to complete a multi-year phased implementation of full-day kindergarten for all eligible students; and be it

**FURTHER RESOLVED**: That the School Board supports an increase in the real estate tax or any other local tax from the revenue streams within the Revenue Sharing Formula or any other revenue funds if and only if the City Council determines that such a tax increase is necessary or an increase in the amount of dedicated funding from any of the revenue streams within the Revenue Sharing Formula or from any other revenue funds; and be it

**FURTHER RESOLVED**: That there are three elementary schools where full-day kindergarten cannot be implemented next year due to ongoing construction projects affecting those schools and consequently the School Board will use any unspent funds related to this additional funding (estimated to be \$600K) solely for identified needs such as Capital Improvement Program (CIP) projects, replacement school buses, replacement furniture/equipment, and technology related items; 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 the Mayor, each member of the City Council, the City Manager, and the City Clerk.



### 13. Information

- A. Building Utilization Committee Report: John “Jack” Freeman, Chief Operations Officer, introduced Melisa A. Ingram, Demographer / GIS Manager in the Office of Facilities Services, who presented on behalf of the 2018-19 Building Utilization Committee (BUC), chaired by School Board member Carolyn Rye. She summarized the committee’s meeting held on November 27, 2018 to conduct their annual review of school attendance areas, building utilization, historical and projected student membership, and housing trends concluding building utilization stands at 10.6% under capacity with all schools either within an acceptable utilization range of +/-10% of capacity or under capacity. Student membership as of September 30 was reported as 66,820, with 30,363 students at the elementary school level in grades K-5, 15,848 students at the middle school level in grades 6-8, and 20,609 students at the high school level in grades 9-12; a 334 student decrease or 0.50% from the prior year. A slow decline in student membership was projected to continue division-wide over the upcoming five-years with the main contributing factor being a continued slow decline in the Virginia Beach birth rate. In conclusion, she reported the committee’s consensus to recommend no adjustments to school attendance areas.
- B. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee (PRC) recommendations regarding review, amendment and repeal of certain policies reviewed by the committee at their February 14, 2019 meeting:
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 applications for out of zone. 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

14. **Standing Committee Reports:** Ms. Rye advised she attended a meeting of the Community Advisory Committee for Gifted Education as the alternate, and reported site visits as the focus of the meeting.

Ms. Riggs reported an International Baccalaureate student from Princess Anne High School was named the Youth Ambassador at the Sister Cities Gala, and announced an annual leadership breakfast on April 4.

Ms. Felton reported on Green Run Collegiate's first meet and greet event for their internship program.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 7:56 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from three citizens on non-agenda items regarding recess time and employee compensation.
17. **Convene School Board Workshop:** None at this time
18. **Closed Meeting:** None at this time
19. **Vote on Remaining Action Items:** None
20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 8:10 p.m.

Respectfully submitted:

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

Approved:

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



**Subject:** Resolution: School Library Media Month and National Library Week **Item Number:** 11A1

**Section:** Consent **Date:** March 26, 2019

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

**Prepared by:** William Johnsen, Director of Instructional Technology

**Presenter(s):** William Johnsen, Director of Instructional Technology

**Recommendation:**

That the School Board of the City of Virginia Beach adopt the attached resolution recognizing the month of April as “School Library Media Month” and the week of April 7-13, 2019 as “National Library Week.”

**Background Summary:**

The designated month is set aside to recognize the importance of school library media centers/programs. The School Board’s adoption of this resolution would signify its support of the vital role that school library media centers play in the education process and in our students’ acquisition of information literacy skills.

**Source:**

American Library Association

**Budget Impact:**

None

**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

**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.

Adopted by the School Board of the City of Virginia Beach this 26<sup>th</sup> day of March, 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: Mathematics Awareness Month Item Number: 11A2

Section: Consent Date: March 26, 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

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

**Recommendation:**

That the School Board of the City of Virginia Beach adopt the attached resolution recognizing the month of April as Mathematics Awareness Month.

**Background Summary:**

Mathematics Awareness Month began in 1986 with a proclamation by President Ronald Reagan, who said in part: *Despite the increasing importance of mathematics to the progress of our economy and society, enrollment in mathematics programs has been declining at all levels of the American educational system. Yet the application of mathematics is indispensable in such diverse fields as medicine, computer sciences, space exploration, the skilled trades, business, defense and government. To help encourage the study and utilization of mathematics, it is appropriate that all Americans be reminded of the importance of this basic branch of science to our daily lives.* The designated month is set aside to recognize the importance of mathematics. Mathematical literacy is essential for citizens to function effectively in society and is an essential skill, both in the home and in the workplace. Activities planned in the schools will reinforce the focus on mathematics.

**Source:**

National Council of Teachers of Mathematics

**Budget Impact:**

None

**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.

Adopted by the School Board of the City of Virginia Beach this 26<sup>th</sup> day of March, 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:** The 2019 Virginia School Boards Association Business Honor Roll **Item Number:** 11A3

**Section:** Consent **Date:** March 26, 2019

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

**Prepared by:** Natalie Allen, Chief Media and Communications Officer, 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 the Virginia Beach School Boards Association's Business Honor Roll.

**Background Summary:**

The Virginia School Boards Association (VSBA) allows local businesses to be recognized for their valuable contributions to the schools by nominating businesses for the VSBA Business Honor Roll. The Virginia Beach City Public Schools (VBCPS) would like to nominate the below listed businesses for their continued support of VBCPS. Their work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

**VBSFCU**—For 11 years, they have provided support to VBCPS through financial literacy classes, launched the reality store activities and pop-up student credit unions for 22 schools combined plus a summer, weeklong financial course for middle school students, offering scholarships for high school seniors and funding grants through the VBEF annual sponsorship campaign.

**Kellam Mechanical**— Their staff collaborates with the Technical Career & Education Center for the House Project. The owner, Scott Kellam is an advisor for HVAC and Electrical classes and has donated high-end equipment such as a tankless water heater for our 11th house.

**The Adventure Park**—Partnership with VBCPS through our 9<sup>th</sup> grade PE program/curriculum, supporter of the Great Dreams Need Great Teachers campaign, and donates free climbs to teachers and students.

**Source:**

*vsba.org*

**Budget Impact:**

None

**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; 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.

**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 26th day of March, 2019

S E A L

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

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

Attest:

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



Subject: Policy Review Committee Recommendations Item Number: 11B1-6

Section: Consent Date: March 26, 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 approve 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 for consent to the School Board March 26, 2019.

**Background Summary:**

Policy 4-2 / Employee Conduct

*Reintroduced to introduce language into the policy that is reflective of the state code. Discussions regarding other aspects of the language used in the policy on a broad range of acceptable professional behaviors in the work place.*

Policy 5-14 / School Attendance Zones

*Reintroduced to take into consideration new state guidelines regarding military housing and applications for out of zone. 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 change to section C and section D.*

Policy 5-48 / Student Activities Sponsored by School Division

*Policy updated to require school-sponsored activities held off school grounds to require approval from the principal and Department of School Leadership.*

Policy 5-50 / Class Gifts/Exchanging Gifts

*Policy updated to deal with school personnel will be responsible for complying with all applicable conflict of interest laws regarding gifts from parents or students.*

Policy 5-51 / Student Vehicles

*Policy updated to reflect current practice related to student parking procedures and parking permits and fees. Format change.*

Policy 5-53 / Activities: Access to School Facilities (Students)

*Policy legal reference updated.*

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of December 13, 2018

**Budget Impact:**

None.



## PERSONNEL

### Employee Conduct

#### ~~1. Employee Conduct~~

The School Board is committed to establishing a workforce dedicated to the education of the City's youth and creating an environment conducive to productivity for the benefit of both staff and students. Inappropriate conduct both in and outside of the workplace can interfere with instruction and operations, can discredit the organization, can be offensive to others, and is nonproductive. It is the policy of the School Board to recruit and employ highly professional employees who demonstrate the highest ethical behavior on the job and outside the workplace.

#### ~~2. A. Standards of Employee Conduct and Discipline Philosophy~~

~~All employees are expected to maintain a standard of dress, personal appearance, general decorum, and behavior that reflects positively on their status as employees of the School Board and as role models for students. Employees' use of School Board facilities, equipment, communication systems, computer systems, and resources should also reflect the same expectation. The School Board expects that staff will set examples for students that will serve students well in their own conduct and behavior and which will contribute toward an appropriate instructional atmosphere. Therefore, as a condition of employment, all employees are to perform their duties and comply with School Board Policy, School Administration Regulations, and state and federal law and regulations. Employees shall demonstrate the necessary skills, maturity, ability in dealing with others, and understanding of their job functions. Safety, courtesy and respect for diversity are expected of all employees. At no time should any employee's conduct jeopardize a student's right to be educated or an employee's right to perform job functions. To reinforce these expectations, the School Board supports continuous training and professional growth of all of its employees to develop and maintain their skills. School Board policies require a school and work environment that is respectful of the rights of all individuals in the school community and maintained in a manner adequate to meet the vision and goals of the School Board.~~

~~Employees will support the mission of the School Board by fulfilling their duties and complying with School Board policies and regulations. Inappropriate conduct both in and outside of the workplace can interfere with instruction and operations, can discredit the organization, can be offensive to others, and is nonproductive.~~ The Superintendent will promulgate core values and standards of conduct to guide employees in meeting the School Board's expectations and will establish and promulgate to all employees disciplinary procedures and regulations necessary to implement the School Board policy. Therefore, all employees are to:

- 1.- Serve as role models for the students in the School Division. All employees must recognize that as a condition of their employment, they must model legal, moral and professional behaviors, both inside and outside the workplace;
- 2.- Demonstrate respect toward coworkers, supervisors, subordinates, students, parents, and the public;

3. -Comply with all School Board policies, School Division regulations, and state and federal laws and regulations;
4. -Demonstrate the necessary skills, maturity, ability in dealing with others, and understanding of their job functions;
5. -Be committed to the achievement of VBCPS Strategic Plan goals and objectives;
6. -Comply with the School Division's requirement that an alcohol, tobacco, ecigarette, vaping, weapons, and drug free work environment be maintained;
7. -Report to work as scheduled and seek approval from their administrator in advance for any changes to the established work schedule, including the use of leave and late or early arrivals and departures;
8. -Perform assigned duties and responsibilities in a manner that invokes the highest degree of public trust and devote full effort to job responsibilities during work hours;
9. -Use School Board resources, including School Division funds, time, property, and technology -for authorized purposes only;
- 10.-Maintain the qualifications, certification, licensure, and/or training requirements identified for -their positions;
11. -Work in a collegial and collaborative manner with peers, school personnel or agents, and the -community to promote and support student learning;
12. -Exhibit respect for all manner of diversity among students, staff, and the community, and adhere -to all School Board policies and regulations prohibiting discrimination or harassment on the basis -of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, -childbirth or related conditions, age, marital status, veteran status, disability, genetic information -or any other basis prohibited by law;
13. -Dress in a professional manner that is neat, clean, appropriate, and safe in the work place, at -school-sponsored activities, and when representing the School Division;
14. -Maintain all confidential information consistent with School Board policies, regulations, as well -as state and federal laws, regulations and guidance;
15. -Comply with the Virginia State and Local Government Conflict of Interests Act;
16. -Use leave and related employee benefits in the manner for which they were intended and -consistent with law, policy and regulation;
17. -Resolve work-related issues and disputes in a professional manner and through established -processes;
18. -Meet or exceed established job performance expectations;

19. Report circumstances or concerns that may affect satisfactory work performance to administration, including any inappropriate activities of other employees; and

20. Obtain approval from the appropriate administrator prior to working overtime, if non-exempt from the Fair Labor Standards Act (FLSA).

Note, the preceding list is not intended to be all-inclusive; rather, it is to illustrate the minimum expectations for acceptable conduct and performance

Disciplinary action shall be consistently and fairly applied and shall be taken only for good reason, for the primary purpose of correcting unsatisfactory performance or conduct, and as a secondary purpose of exacting disciplinary measures. The severity of the disciplinary actions shall be determined by the severity of the misconduct. When appropriate, verbal warnings or counseling will first be used to correct employee conduct. Verbal warnings or counseling are not grievable. In general, formal disciplinary actions shall be progressive in nature, ranging from a written reprimand for an initial infraction to stronger actions that may include recommendations for dismissal when corrective behavior fails to occur. However, progressive discipline is not always appropriate, and supervisors and program managers may recommend a more or less stringent action based on the severity of the violation, including dismissal, for the first offense.

## **B. Employee-Student Relations**

1. At no time shall an employee's conduct or relationship with a student impede or negatively affect the student's education or participation in educational programs or services.

2. Employees must recognize and establish appropriate boundaries between themselves and students, and must not engage in any behaviors or interactions with students, in person or through any communication media, which is or could be perceived as inappropriate, intimate, unduly familiar, grooming, sexual, or harassing in nature. Accordingly, the following standards apply to all interactions between employees and students:

a. Employees may use electronic communications with students for legitimate purposes connected to school programs or services, including participation in athletics and extracurricular activities. Any employee initiated communications must be directly related to a school program or activity;

b. Employees should communicate with students only for official purposes and refrain from communication of a personal nature. Employees should not provide students with access or invitations to their own personal social media sites; nor should employees access the personal social media sites of students;

c. Employees shall not cause any student to miss instructional time or school sponsored activities for non-educational purposes;

d. Employees shall not assist or encourage a student's use of controlled substance or unauthorized substance, including but not limited to, tobacco, electronic cigarettes, vaping products, alcohol, and drugs, and should not —attend any function where students are in possession of, or are using such substances;

- e. Employees shall not purposefully meet with minor students outside school or school activities, without the knowledge and consent of the minor student's parent/guardian;
- f. Employees shall not solicit, discuss, propose participate in nor arrange any intimate, romantic, or sexual relationship with a student while the student is a current VBCPS student, even if the proposed relationship does not occur or would not occur until after the student is an adult and graduates or leaves VBCPS;
- g. Employees who have reason to believe, or are advised by other staff or supervisors, that their interactions with a student(s) may be viewed as inappropriate, unduly familiar, intimate, grooming, or sexual in nature, shall take all reasonable measures to immediately correct the behavior, including termination of any electronic or other non-school related communications. Actions taken to address such concerns will not preclude the employee from being disciplined for such behavior; and
- 10.h. Any employee who has reason to know of a possible violation of these standards by another employee shall report the behavior to his or her principal or department head or to the Office of Employee Relations.

### C. Disciplinary action

The purpose of this Policy is to set forth guidelines for expected conduct and to assist employees in understanding their responsibilities and roles as School Board employees. Failure to comply with expected conduct, conditions of employment and job responsibilities may result in guidance and discipline, up to and including dismissal and recommendation of license revocation (where applicable), and referral to appropriate authorities.

- 1. Disciplinary action shall be consistently and fairly applied and shall be taken only for good reason;
- 2. The severity of the disciplinary actions shall be determined by the severity of the misconduct;
- 3. When appropriate, verbal counseling will first be used to correct employee conduct. Such actions are not grievable;
- 4. In general, formal disciplinary actions shall be progressive in nature, ranging from a written reprimand to a recommendations for dismissal when corrective behavior fails to occur.
- 5. Progressive discipline is not always appropriate, and administrators may recommend a more or less stringent action based on the severity of the violation, including dismissal and other appropriate action, for the first offense.

### **3. D. Conduct Outside of the Workplace**

The School Board recognizes that employees retain the right to keep their personal lives separate from their positions as School Board employees. Yet, due to the unique position that School Board employees serve in the community as role models, leaders and caretakers for the School Division's students, certain conduct is inconsistent with employment with the School Board.

Applicants who have convictions for felonies, offenses involving sexual molestation, physical or sexual abuse or rape of a child, convictions for crimes of moral turpitude<sup>1</sup>, or founded cases of child abuse or neglect will not be eligible for employment by the School Board. Current employees who are convicted of any of the above noted crimes or have founded cases of child abuse or neglect shall be recommended for termination, and may be terminated from employment by the School Board.<sup>2</sup>

Other conduct that jeopardizes the School Board's or the community's trust in the employee's ability to perform his duties may be the basis for disciplinary action. Examples of such conduct include, but are not limited to: drug or alcohol abuse that becomes open and notorious; plea bargains to lesser crimes after being charged with crimes that would disqualify an employee from employment; misuse of School Board property; intentional conflicts of interests; interference of personal matters with performance of duties; and inappropriate social networking activities on Internet sites or other public mediums. In such cases the School Board reserves the right to take disciplinary action that promotes the integrity and safety of the staff and students.

### **4. E. Employee Handbook**

~~Beginning July 1, 2000, each~~ All employees have access to the Employee Handbook ~~shall be provided an employee handbook~~ that summarizes the School Board policies and School Division regulations applicable to all employees. ~~The handbook shall also be provided to new hires at the time of orientation.~~ Updates to the Employee Handbook will be made available via the School Division's Intranet site. The Employee Handbook shall also be provided to new hires at the time of onboarding.

The purpose of the Employee Handbook and updates is to inform employees about the terms and conditions of their employment. Neither the Employee Handbook nor the updates constitutes a contract or is otherwise binding on the School Board or School Division.

### **5. F. School Board Bylaws, Policies and School Division Regulations**

The School Board's bBylaws, pPolicies and School Division rRegulations are available to employees in the following locations: The School Division Intranet at [www.vbcps.com](http://www.vbcps.com) and School Division Internet website at [www.vbschools.com](http://www.vbschools.com). Copies of individual School Board bBylaws, pPolicies and School Division rRegulations may be requested by contacting the Superintendent's Office.

*Editor's Note:*

See School Board Policy 5-45 - Use of Drugs, Alcohol and Tobacco Products.

See School Board Regulation 5-45.1 - Possession/Use/Sale of Alcohol, Drugs or Drug

Paraphernalia.

See ~~Virginia Beach~~ School Division Website at [www.vbschools.com](http://www.vbschools.com).

### **Legal References:**

Code of Virginia § 2.2-3100, *et seq.*, as amended. Virginia State and Local Government Conflict of Interests Act.

Code of Virginia § 22.1-295, as amended. Employment of Teachers.

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia §22.1-296.4, as amended. Child abuse and neglect data required.

Code of Virginia §22.1-307, as amended. Dismissal of teacher; grounds.

Code of Virginia §22.1-315, as amended. Grounds and procedure for suspension.

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

Fair Labor Standards Act of 1938 29 U.S.C. §208, *et seq.* as amended.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 21, 2003

Amended by School Board: August 16, 2005

Amended by School Board: December 7, 2010

Scrivener's Amendments: October 6, 2014

Amended by School Board: October 18, 2016

### Amended by School Board: 2019

<sup>1</sup>Moral turpitude is defined as, but not necessarily limited to, lying, cheating, stealing, giving false statements, petit larceny, and contributing to the delinquency of a minor.

<sup>2</sup>Teachers may further be subject to dismissal or probation for incompetency, immorality, non compliance with school laws and regulations, disability as shown by competent medical evidence when in compliance with federal law, conviction of a felony or a crime of moral turpitude or other good and just cause. (Code of Virginia § 22.1-307, as amended. Dismissal; grounds.)

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamela H. Lencioni

## STUDENTS

### School Attendance Zones

#### A. Generally

Upon the recommendation of the Superintendent, the School Board shall designate school attendance zones.

The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.

#### B. Projections

The School Division Demographer, under the supervision of the Superintendent, shall:

1. Produce by December 1 of each year, annual updates on the 5-year enrollment projections for the School Division which take into consideration the following:
  - a. School registration figures;
  - b. Review of forthcoming changes in planning and zoning;
  - c. Review of current and planned community land development and housing projects; and
  - d. Latest available birth data.
2. Coordinate enrollment data, facilities planning, transportation impact and formation of recommendations for review by the Superintendent and the School Board.

2.

#### C. Process – Building Utilization Committee Action

1. Building Utilization Committee

~~The Superintendent shall create a~~ The Building Utilization Committee, (hereinafter “BUC”), ~~as a standing committee of the School Board, with no more shall consist of three representatives of the School Board. than seven (7) members. The School Division Demographer shall chair the BUC. In addition to the Demographer the BUC shall include a representative from School Leadership, and two or consist of three representatives of the School Board, and appropriate staff members as assigned by the Superintendent.~~ The Council of Civic Organizations and the PTA Council shall also be invited to name one

member each to serve as members of the BUC. Appropriate staff members will be assigned by the Superintendent.

2. Review of Projections

Between ~~December~~November 1 and March 15 of each year, the BUC shall analyze the updated 5-year enrollment projections to determine the impact, if any, of changes in enrollment projections on optimal building utilization and report to the School Board any recommendations. The BUC shall consider a plan for redistricting when building utilization at any school building differs from the optimum building utilization level by exceeding the level by ten (10) percent or by falling below the level by ten (10) percent.

3. Formulation of Redistricting Recommendations

The BUC ~~may will~~ receive, at the onset of its discussions, a proposed redistricting plan developed by the ~~Superintendent or designee~~Demographer, which may include a recommendation for no action, to provide a basis from which to move forward in making recommendations. ~~The BUC shall consider Any such plan that involves redrawing boundaries may be considered by the BUC the proposed plan~~ in light of the factors set forth below. While each of the factors must be considered and discussed, it may be impractical to reconcile each factor in the recommendations which will ultimately be presented to the School Board.

- a. Optimal utilization of space;
- b. The desire to keep areas commonly known as subdivisions or neighborhoods together;
- c. The need to develop long term solutions that support limiting redistricting of individual students to one time at each level (i.e. once at elementary, once at middle and once at high school), except in cases of student change in residence;
- d. Construction considerations (documented new subdivision construction and scheduled school renovation/construction projects);
- e. The desire to reduce or eliminate the number of middle and high schools with divided feeder patterns if at all possible;
- f. Transportation considerations (non-transportation zones, hazards, redirection of the number of students riding a bus and reducing the length of bus rides);
- g. The costs associated with the various options considered;
- h. The impact of enrollment changes upon course offerings/subject offerings, equipment needs, building modifications, etc.; and
- i. The desire is to redistrict as few schools and students as possible.

i.

4. The BUC's recommendations will be incorporated into the final redistricting plan prepared by the School Division Demographer. Reporting

a. No redistricting recommendations

The BUC shall prepare a final report no later than March 15 of each year. The report will be presented by the BUC Chair or designee to the School Board for information at a meeting no later than the second School Board meeting in March.



b. Redistricting recommendations

If the BUC recommends redistricting, the preliminary presentation to the School Board will take place no later than the first meeting in January.

~~—C~~

4.5. Community Input

~~Before the BUC's proposed redistricting plan is presented to the School Board for information~~In years when redistricting adjustments are recommended, the School Division Demographer shall present the proposed plan shall be presented to the community after a preliminary presentation to the School Board. Site locations for community meetings should include~~at one or more community meetings in each~~ area(s) affected by the proposed plan (e.g. a possible single boundary change affecting three schools could be handled by one meeting). At such meetings,~~where,~~ members of the community will have an opportunity to review the plan, to comment on its merit and make suggestions for its improvement.

The BUC shall consider public comment prior to presentation of the proposed redistricting plan to the School Board. The final report shall include the advantages and disadvantages of the plan.

D. Process - School Board Action

~~The BUC shall prepare a final report no later than March 15 of each year. The report will be presented by the BUC Chair or designee to the School Board for information at a meeting no later than the second School Board meeting in March.~~

~~Should The the final report will include a recommendation the redistricting that has been plan developed by the BUC, the report shall include outlining the advantages and disadvantages of the plan. The report will be presented by the chair, or designee, of the BUC to the School Board for information at a meeting no later than the second School Board meeting in March.~~

Prior to taking action on the BUC's proposed redistricting plan, the School Board must hold a public hearing not less than ten days after reasonable notice to the public in a newspaper of general circulation if the redistricting of school boundaries affects fifteen percent or more of the pupils in the average daily membership in the affected school.

Such public hearing may be held on the same day as the School Board meeting at which action on the plan is taken as long as the hearing is held before action is taken.

E. Definitions

1. Optimum Building Utilization: the division-wide building utilization, considering optimum capacity, for the average two-year historical growth or decline in membership from September 30 to March 31.
2. Building Utilization: the actual percentage use of optimum program capacity, factoring in the number of first seats by grade level.
3. Optimum Capacity: 90% of the program capacity of the school building reported, used for planning purposes due to fluctuations in class sizes throughout the school year.

4. Program Capacity: the maximum capacity of the school building for a particular school year and particular student population, taking into account the number of first seats in the building (without counting portables currently on site) updated annually.
5. First seat: an instructional space within a school building in which students receive core and primary instruction. Self-contained special education classrooms are also considered to be first seats.

## F. Attendance Zone Criteria

The Superintendent shall ensure that students attend the schools that serve the attendance zone of their home residence as established by the School Board. The Superintendent shall develop procedures to verify that students attend their assigned attendance zones. A student needing an exception to attendance zones in order to attend a school may request an out-of-zone transfer. Criteria for out-zone transfers may be found under [School Board Regulation 5-14.1. Students meeting the following criteria will be allowed to attend out-of-zone.](#)

1. ~~1. An individual student may apply for an out-of-zone transfer in the instance where; a) redistricting decisions affect an individual student more than one time at a school level (i.e. at the elementary school level at the middle school level or at the high school level); or b) a student change in residence.;~~
2. ~~2. Upon the establishment of new attendance zones by the School Board, rising fifth, eighth and twelfth graders shall be permitted to continue in their previously assigned schools if they provide their own transportation to that school, and such enrollment will be exempt from the school's Optimum Building Utilization requirement by ten (10) percent or more.~~
3. ~~3. A student may be transferred out of zone when the student's presence in the school poses a significant disruption to the educational environment or to the safety of students or staff at the school. Upon recommendation of the Director of Student Leadership, the Department of School Leadership may review the student's placement and make a decision to transfer the student to another school or an alternative educational setting. Transportation to the designated out of zone school may be provided. The adult student or the minor student's parent/legal guardians may appeal the Department of School Leadership's decision to the Superintendent within five (5) calendar days of notification. The Superintendent or designee will review the matter and make a final, written, unappealable decision. Any such placement will be for the current school year. Such transfers are exempt from the optimum building utilization level as stated in section F-1 of this Policy.~~
4. ~~4.3. Children of sSchool based Board-employees will be allowed to attend the school to which such parent or guardian reports or is their primary assignment, or is within the feeder pattern of such assignment, -pending the approval of the source-School Principal as outlined in the associated regulationechool-principal and such enrollment will be exempt from the school's optimum building utilization by ten (10) percent or more requirement. Employees who live outside of the City of Virginia Beach will be required to pay tuition according to the provisions set forth in School Board Regulation 5-10.1School Board Regulation 5-10.1.~~

- ~~2.—A student may be transferred out of zone when the student's presence in the school poses a significant disruption to the educational environment or to the safety of students or staff at the school. Upon recommendation of the Director of Student Leadership, the Department of School Leadership may review the student's placement and make a decision to transfer the student to another school or an alternative educational setting. Transportation to the designated out-of-zone school may be provided. The adult student or the minor student's parent/legal guardians may appeal the Department of School Leadership's decision to the Superintendent within five (5) calendar days of notification. The Superintendent or designee will review the matter and make a final, written, unappealable decision. Any such placement will be for the current school year. Such transfers are exempt from the optimum building utilization level as stated in section F-1 of this Policy.~~

#### **~~G.—Last Year Options~~**

~~\_\_\_\_\_ Upon the establishment of new attendance zones by the School Board, rising fifth, eighth and twelfth graders shall be permitted to continue in their previously assigned schools if they provide their own transportation to that school, and such enrollment will be exempt from the school's Optimum Building Utilization requirement by ten (10) percent or more.~~

#### *Editor's Note*

For established regulations see ~~School Board Regulation 5-14.1~~**School Board Regulation 5-14.1:**  
~~Criteria for~~ Out-of-Zone/School Attendance Areas and  
~~School Board Regulation 5-10.1~~**School Board Regulation 5-10.1:** Admission Requirements: General  
(See Virginia Beach City Public Schools website at [www.vbschools.com](http://www.vbschools.com))

#### **Legal Reference:**

Code of Virginia, §22.1-79, as ~~a~~**A**Amended. Powers and Duties.

Code of Virginia, §22.1-3.3, as ~~a~~**A**Amended. Transfer of students under certain circumstances.

Adopted by School Board: October 21, 1969  
Amended by School Board: October 15, 1974  
Amended by School Board: August 21, 1990  
Amended by School Board: July 16, 1991  
Amended by School Board: June 15, 1993 (Effective August 14, 1993)  
Amended by School Board: October 20, 1998  
Amended by School Board: August 17, 1999  
Amended by School Board: June 5, 2001  
Amended by School Board: August 6, 2002  
Amended by School Board: November 19, 2002  
Amended by School Board: September 16, 2003  
Amended by School Board: September 21, 2010  
Scrivener's Amendments: November 7, 2012  
Scrivener's Amendments: January 24, 2014  
Amended by School Board: May 16, 2017

**Amended by School Board: 2019**

APPROVED AS TO  
LEGAL SUFFICIENCY

*Kamala H. Larrabee*

## STUDENTS

### Student Social Activities sponsored by School Division

#### A. Generally

All school-sponsored dances, parties and social activities must be limited to students of the school and invited guests approved by the school principal. All social activities sponsored by the school must be approved by the principal and faculty sponsors. These functions must be chaperoned by school personnel or authorized volunteers designated by the principal. ~~and parents should be encouraged to attend.~~

#### B. Off-Campus school sponsored student ~~s~~ Social ~~a~~ Activities

School-sponsored student social activities to be held off of school property must have the prior approval of school principal and the Department of School Leadership. ~~the appropriate assistant superintendent.~~ Such ~~These~~ activities shall not be permitted in areas where: supervision of students is impractical or impaired; where reasonable safety precautions cannot be implemented; or students and staff will have access to -alcohol or alcoholic beverages are being served, tobacco or tobacco products; drugs; vaping products; electronic cigarettes e-cigs etc. or products; weapons or unauthorized materials. ~~or where supervision of the students is impractical or impaired.~~ The Code of Student Conduct and all applicable policies, regulations and laws will be enforced during such activities.

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

Amended by School Board: July 3, 2001

Amended by School Board: March 2019

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lamm

## STUDENTS

### Class Gifts/Exchanging Gifts

#### A. Class Gifts

The ~~S~~school ~~B~~board approves ~~school-school sponsored~~ organizations making gifts to the school or schools if the gift is in good taste and adds materially to the educational program. The Superintendent or designee may reject a class gift. Any gifts accepted will be done so with the understanding that the gift becomes the property of the School Board and will be under the control of the Superintendent or designee. The principal of the school should be advised of the gifts under consideration so that appropriateness may be determined.

#### B. Funds for Gifts

Funds of a school sponsored student organization may be used to purchase a gift for the school, for scholarships, for contributions to or for the establishment of loan funds for students continuing their education after graduation or for other gifts to organizations approved by the principal or designee. No student funds shall be used to purchase gifts for an individual other than nominal gifts (under \$30) of recognition or sympathy.

#### C. Exchanging Gifts

The exchange of gifts between individual students and teachers or other school personnel is discouraged. Discretion on the part of school personnel must be used to avoid embarrassment of the student. School personnel will be responsible for complying with applicable law, policy and regulation concerning accepting gifts. The ~~School B~~board does encourage students and ~~parents-families~~ to show their appreciation for the efforts of school personnel through the use of letters, cards and conferences.

#### Legal reference:

Code of Virginia §2.2-3100, et seq., as amended. Virginia State and Local Government Conflict of Interests Act.

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

Amended by School Board: March 2019

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lenoir

## STUDENTS

### Student Vehicles

Students with valid driver's licenses may drive to and park at their assigned school in accordance with applicable regulation. The Superintendent or designee is authorized to develop regulations regarding student vehicles. Such regulations will include, but are not limited to:

- procedures regarding obtaining parking passes to park student vehicles on school grounds;
- -providing prior student and vehicle owner written consent authorizing search of vehicle upon reasonable articulable suspicion that a violation of policy, regulation or law have been violated or the health and safety concerns (such prior consent will be a condition of parking vehicles on school property or at locations where school sponsored events are taking place);
- -access to student vehicles while on school grounds or at school sponsored activities;
- removal of unauthorized or inoperable vehicles from school grounds;
- and notice to students and vehicle owners that the School Board will not be liable for damage to vehicles, activities in the vehicle, items stored in or near the vehicle, maintenance or repair of the vehicle;
- driver and passenger conduct in the vehicles;
- and the reservation of the School Division's right to enforce the Code of Student Conduct and applicable policies, laws and regulations with regard to student vehicles.

Parking fees will annually be approved by the School Board.

~~Driving to school is one of the privileges of a high school student, and as a privilege it can be removed.~~

~~Under the following guidelines high school administrators shall establish regulations to control student vehicular traffic:~~

- ~~1. All passengers—including the student driver—"must present a signed statement from a parent granting permission to let them ride to and from school.~~
- ~~2. Students are expected to observe all laws when driving a car to and from school.~~
- ~~3. Students shall not be allowed in cars during school hours unless they have permission from the principal or a designee.~~
- ~~4. On grounds owned or controlled by the board, school bus traffic shall have priority of movement over student vehicles.~~

~~Parking permit fees may be established by individual school principals subject to school board review upon request of the superintendent.~~

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

Amended by School Board: March 2019

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Larrick

## **STUDENTS**

### **Activities: Access to School Facilities**

#### **A. Generally**

The Equal Access Act states that it shall be unlawful for any public secondary school ~~that~~<sup>which</sup> receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Boy Scouts and other youth groups listed as patriotic organizations by federal law must be allowed the same access.

The School Board hereby expresses its willingness to abide by federal law and regulation and enacts this ~~P~~policy to do so.

#### **B. Applicability**

This ~~P~~policy is applicable only to the secondary schools.

#### **C. Implementation**

The School Board authorizes the Superintendent or designee to prepare administrative regulations or procedures to create a limited open forum in accordance with applicable ~~related board~~ School Board policy and regulation ~~to in~~.

#### **Editor's Notes:**

~~See Virginia Beach City Public Schools School Board Policy 7-48~~ School Board Policy 7-48: Community Use of School Facilities/Generally  
~~See Virginia Beach City Public Schools School Board Policy 7-49~~ School Board Policy 7-49: Organizations Eligible to Use School Facilities  
~~See Virginia Beach City Public Schools School Board Policy 7-55~~ School Board Policy 7-55: Fees for Use of School Facilities  
~~See Virginia Beach City Public Schools School Board Regulation 7-55.1~~ School Board Regulation 7-55.1: Fees for Use of School Facilities

#### **Legal Reference:**



Boy Scouts of America Equal Access Act § 95275 of the Elementary and Secondary Education Act 1965 as amended by (§ 901 No Child Left Behind Act), 20 U.S.C. §7905, as amended.

Title 36 U.nited S.tates C.ode Chapter 201 et seq., as amended. Patriotic and National Observances, ceremonies and organizations. (Patriotic Society)

20 U.S.C. §4071, as amended. Title VIII of Public Law 98-377 ("The Equal Access Act of 1984") Effective: August 11, 1984..

Virginia Beach City Public Schools Policies and Regulations  
Website: [www.vbschools.com](http://www.vbschools.com).

**Editor's Notes:**

See Virginia Beach City Public Schools School Board policy 7-48: Community Use of School Facilities/Generally

See Virginia Beach City Public Schools School Board policy 7-49: Organizations Eligible to Use School Facilities

See Virginia Beach City Public Schools School Board policy 7-55: Fees for Use of School Facilities

See Virginia Beach City Public Schools School Board regulation 7-55.1: Fees for Use of School Facilities

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

Amended by School Board: September 2, 2003

Amended by School Board: April 4, 2006

Amended by School Board: March 2019

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lencz



Subject: Schedule of School Board Meetings through June 30, 2020 Addendum Item Number: 11C

Section: Consent Date: March 26, 2019

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Beverly M. Anderson, School Board Chair

**Recommendation:**

That the School Board approve 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 <span style="float: right;">2019</span> January 22 Retreat	July <u>8/9 Retreat &amp; Abridged Regular Meeting</u> & 23 <span style="float: right;">2019</span>
<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> <span style="float: right;">February 19*</span>	<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>	<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> <span style="float: right;">[Graduations June 11-15]</span>	<b>December 10</b>
	<b>January 14 &amp; 28</b> <span style="float: right;">2020</span>
	<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> <span style="float: right;">February 18*</span>
	<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> <span style="float: right;">4/13-17 = Spring Break</span>
	<b>May 12 &amp; 26</b>
	<b>June 8 (Mon) &amp; 23</b> <span style="float: right;">[Graduations June 9-13]</span>
<span style="float: right;">* Budget/CIP Workshop</span>	<span style="float: right;">* Budget/CIP Workshop</span>

**Background Summary:**

**Source:**

Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing

**Budget Impact:**

N/A



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

**Section:** Action **Date:** March 26, 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 March 26, 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 MARCH 2019  
ASSIGNED TO THE UNIFIED SALARY SCALE  
2018-2019**

**SCHOOL/DEPARTMENT****POSITION****APPOINTMENTS - ELEMENTARY SCHOOL****HOLLAND**

3/7/2019

Ana M. Ruiz

Cafeteria Assistant, 5 hours

**STRAWBRIDGE**

3/7/2019

Nisa L. Daniels

Special Education Assistant

**APPOINTMENTS - MIDDLE SCHOOL****CORPORATE LANDING**

3/11/2019

Kristen K. Brinkman

School Office Associate II, 12 month

3/14/2019

Noeisha O. McKensie

Special Education Assistant

**APPOINTMENTS - HIGH SCHOOL****COX**

3/14/2019

Deborah Jacobs-Say

Special Education Assistant

**GREEN RUN**

2/25/2019

Bridgette L. Berthold

School Improvement Specialist

**KELLAM**

3/14/2019

Betsabe M. Sayers

Distance Learning Assistant

**RENAISSANCE ACADEMY**

3/7/2019

Kelly F. Champion

School Office Associate II, 12 month

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

3/13/2019

Stacia L. Wexler

Administrative Office Associate I

**DEPARTMENT OF TECHNOLOGY**

3/11/2019

Jill D. Keogh

Network Technician II

3/18/2019

William N. Matsoukas

Programmer/Analyst

**OFFICE OF MAINTENANCE SERVICES**

3/4/2019

Tonia S. Watts

Building Manager

3/18/2019

James E. Gordon

HVAC Craftsman II

3/18/2019

James E. Gordon, Jr.

HVAC Craftsman II

4/2/2019

Dennis F. Meehan

Carpentry Craftsman II

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

3/6/2019

Francis Horn

Bus Driver, 6.5 hours

**RESIGNATIONS - ELEMENTARY SCHOOL****BAYSIDE**

3/12/2019

Kylie C. Nations

Physical Education Assistant (career enhancement opportunity)

3/22/2019

Akilah I. Ellison

Administrative Assistant (personal reasons)

**INDIAN LAKES**

3/28/2019

Pagnavy J. Phelan

Cafeteria Assistant, 5 hours (regular contract to temporary)

**KINGS GRANT**

3/5/2019

Tracey D. George

Cafeteria Manager (expiration of long-term leave)

3/15/2019

Carolyn Curry

Kindergarten Assistant (career enhancement opportunity)

**NEWTOWN**

3/7/2019

Sharmon L. Alce-Jones

School Administrative Associate I (health)

**SCHOOL/DEPARTMENT****POSITION****SEATACK**

3/7/2019 Alvin Hancock Custodian I, 12 month, night (personal reasons)

**SHELTON PARK**

3/15/2019 Bobbie Lynn Purks Special Education Assistant (career enhancement opportunity)  
6/17/2019 Jamie Rushing Physical Education Assistant (personal reasons)

**WOODSTOCK**

3/28/2019 Karen D. Johnson Physical Education Assistant (career enhancement opportunity)

**RESIGNATIONS - MIDDLE SCHOOL****BAYSIDE**

3/12/2019 Teranisha S. Johnson Custodian III, Head Night (personal reasons)

**INDEPENDENCE**

3/11/2019 Matthew M. Tefft Student Support Specialist (personal reasons)

**LYNNHAVEN**

3/8/2019 Tawana M. Royal Special Education Assistant (family)  
Thompson

5/1/2019 Andrea D. Floyd Security Assistant (relocation)

**OLD DONATION**

3/3/2019 Felicia N. Parrish School Office Associate II, 12 month (death)

3/12/2019 Jaquita A. Griffin Custodian I, 10 month, night (family)

**RESIGNATIONS - HIGH SCHOOL****KEMPSVILLE**

3/13/2019 Ricky L. Phillips ISS Coordinator (personal reasons)

4/11/2019 Sonya L. Smith Security Assistant (career enhancement opportunity)

**LANDSTOWN**

3/8/2019 Carlton Ashby Special Education Assistant (continuing education)

**PRINCESS ANNE**

3/12/2019 Mekba Payne Special Education Assistant (personal reasons)

**RESIGNATIONS - MISCELLANEOUS****OFFICE OF STUDENT LEADERSHIP**

3/17/2019 Kenneth Davis Custodian IV (death)

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

3/8/2019 Timothy P. Worst Bus Driver (career enhancement opportunity)

3/20/2019 Steven Lepow Bus Driver (personal reasons)

**RETIREMENTS - ELEMENTARY SCHOOL****ALANTON**

6/17/2019 Elizabeth A. Davis Kindergarten Assistant

**BAYSIDE**

6/17/2019 Elizabeth A. Young General Assistant

**BIRDNECK**

6/20/2019 Marian Jones Cafeteria Manager

**BROOKWOOD**

6/17/2019 Tracy A. Rhinard Title I Assistant

**COOKE**

6/17/2019 Patricia D. Pitts Special Education Assistant

**GLENWOOD**

6/14/2019 Josephine Chiuchiolo Cafeteria Assistant, 4 hours

6/17/2019 Kevan T. Sime Special Education Assistant

**JOHN B. DEY**

3/29/2019 Nancy W. George Security Assistant

**SCHOOL/DEPARTMENT****POSITION****PEMBROKE**

6/14/2019 Christina A. Edmunds Cafeteria Assistant, 4.5 hours

**PEMBROKE MEADOWS**

6/14/2019 Alice Gregory Cafeteria Assistant, 6 hours  
6/14/2019 Pamela C. Parker Cafeteria Assistant, 3.5 hours

**POINT O' VIEW**

6/17/2019 Toni M. Moro Kindergarten Assistant

**PRINCESS ANNE**

6/28/2019 Shirley J. Harper School Administrative Associate I

**THALIA**

6/17/2019 Victoria J. Jennings Kindergarten Assistant

**THOROUGHGOOD**

6/28/2019 Valerie P. Mullins School Administrative Associate I

**WHITE OAKS**

6/14/2019 Aurora V. Vargas Cafeteria Assistant, 5 hours

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

6/17/2019 Carol A. Wilson Security Assistant

**PLAZA**

4/30/2019 Sidney T. Moore ISS Coordinator  
6/30/2019 Phyllis S. Coley Assistant Principal

**RETIREMENTS - HIGH SCHOOL****TALLWOOD**

6/17/2019 Warren H. Basket Security Assistant

**RETIREMENTS - MISCELLANEOUS****OFFICE OF CONSOLIDATED BENEFITS**

6/28/2019 Susan Scofield Benefits Program Specialist

**OFFICE OF CUSTODIAL SERVICES**

6/28/2019 Randolph Stewart, Jr. Custodian IV, night

**OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

6/17/2019 Annette F. D. Wilson Occupational Therapist, .6

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

6/30/2019 Mary S. Rambin Bus Assistant

**OTHER EMPLOYMENT ACTIONS**

NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT MARCH 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>BROOKWOOD</u></b> 3/8/2019	Gabriella L. Soares	Special Education	Lynchburg College, VA
<b><u>HOLLAND</u></b> 3/7/2019	Darla J. Velic	Grade 2	Mount Vernon Nazarene University, OH
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b> NONE			
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
<b><u>KEMPSVILLE</u></b> 3/7/2019	John B. Skye	English, .4	George Washington University
<b><u>GREEN RUN</u></b> 3/12/2019	Bruce Beatty	Health and Physical Education, .6	Old Dominion University
<b><u>APPOINTMENTS - MISCELLANEOUS</u></b> NONE			
<b><u>RESIGNATIONS - ELEMENTARY SCHOOL</u></b>			
<b><u>BROOKWOOD</u></b> 3/13/2019	Shannon K. Reilly	Special Education, .8 (family)	
<b><u>CHRISTOPHER FARMS</u></b> 6/17/2019	Karla Y. Pagan	Grade 5 (personal reasons)	
<b><u>CORPORATE LANDING</u></b> 6/17/2019	Lindsey F. Edwards	Title II Resource (personal reasons)	
<b><u>GLENWOOD</u></b> 3/13/2019	Kimberly S. Garcia	Art Teacher (expiration of long-term leave)	
<b><u>GREEN RUN</u></b> 3/15/2019	Andria M. Levine	Special Education (personal reasons)	
<b><u>GREEN RUN</u></b> 3/29/2019	Jamie Docs	Grade 4 (transfer of spouse)	
<b><u>LINKHORN PARK</u></b> 6/17/2019	Tracey L. Calder	Grade 1 (health)	
<b><u>RED MILL</u></b> 6/17/2019	Kirsten N. Shepura	Reading Specialist (relocation)	
<b><u>STRAWBRIDGE</u></b> 6/17/2019	Kathleen L. Darvishian	Grade 3 (relocation)	
<b><u>TRANTWOOD</u></b> 6/17/2019	Abigail K. Plucker	Kindergarten (relocation)	
	Nicholas Galante	Music - Instrumental (personal reasons)	
	Gretchen A. Barreto-Castro	Grade 1 (transfer of spouse)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>RESIGNATIONS - MIDDLE SCHOOL</u></b>			
<b><u>INDEPENDENCE</u></b>			
6/17/2019	Michelle D. Klewer	Special Education (moved to another school system, public)	
<b><u>LANDSTOWN</u></b>			
6/17/2019	Natalie Edwards	Grade 8 (relocation)	
<b><u>LYNNHAVEN</u></b>			
6/17/2019	Tracey S. Braddy	Grade 6 (relocation)	
<b><u>PRINCESS ANNE</u></b>			
3/25/2019	Brian A. Battin	Grade 6 (active duty military)	
6/17/2019	Alexandra Daenens	French (personal reasons)	
<b><u>VIRGINIA BEACH</u></b>			
6/17/2019	Erica L. Dean	Grade 7 (relocation)	
<b><u>RESIGNATIONS - HIGH SCHOOL</u></b>			
<b><u>COX</u></b>			
6/17/2019	Charlotte M. Berron	German (relocation)	
<b><u>FIRST COLONIAL</u></b>			
3/12/2019	Tamara B. Freeman	Science (long term illness, not returning)	
<b><u>GREEN RUN</u></b>			
6/17/2019	Heather M. Bogatko	Science (relocation)	
<b><u>KEMPSVILLE</u></b>			
6/17/2019	Michelle M. Bousquet	Math (career enhancement opportunity)	
<b><u>RENAISSANCE ACADEMY</u></b>			
3/15/2019	Kenneth E. Dieter	Grade 7 (health)	
<b><u>TALLWOOD</u></b>			
6/17/2019	William M. Hilliard, Jr.	Social Studies (career enhancement opportunity)	
<b><u>RESIGNATIONS - MISCELLANEOUS</u></b>			
<b>NONE</b>			
<b><u>RETIREMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>ALANTON</u></b>			
6/17/2019	Susan S. Anderson	Grade 1	
6/17/2019	Linda S. Gardner	Reading Specialist	
<b><u>CHRISTOPHER FARMS</u></b>			
3/29/2019	Alfred B. Doss	Instructional Technology Specialist	
<b><u>GREEN RUN</u></b>			
6/24/2019	Eric C. Baar	Instructional Technology Specialist	
<b><u>LANDSTOWN</u></b>			
6/17/2019	Anne Donovan	Grade 3	
<b><u>NORTH LANDING</u></b>			
6/17/2019	Ruth R. Barbour	Grade 5	
<b><u>PRINCESS ANNE</u></b>			
6/17/2019	Kathleen A. Thompson	Grade 3	
<b><u>ROSEMONT FOREST</u></b>			
6/17/2019	Margaret J. Paulenich	Grade 5	
<b><u>SALEM</u></b>			
6/17/2019	Peggy J. Muse	Music - Vocal	
<b><u>RETIREMENTS - MIDDLE SCHOOL</u></b>			
<b><u>BAYSIDE</u></b>			
6/17/2019	Kenneth L. Chapman	Grade 7	
<b><u>BRANDON</u></b>			
6/17/2019	Gregory L. Smith	Grade 7	
6/17/2019	Howard J. Baumgardner	Grade 8	



<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>LANDSTOWN</u></b>			
6/17/2019	Kim A. Snyder	Grade 8	
6/17/2019	Kimberlie G. Rimer	Health and Physical Education	
<b><u>RETIREMENTS - HIGH SCHOOL</u></b>			
<b><u>KEMPSVILLE</u></b>			
6/17/2019	Barry W. Garvin	Technology Education	
<b><u>OCEAN LAKES</u></b>			
6/17/2019	Elizabeth W. Hubbard	Business Education	
<b><u>PRINCESS ANNE</u></b>			
6/17/2019	Louis E. Giordano	Naval Science Instructor	
6/17/2019	James T. Wilkes	Latin	
<b><u>RETIREMENTS - MISCELLANEOUS</u></b>			
<b><u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u></b>			
6/17/2019	Patricia D. Eikenbary	Speech Language Pathologist	
<b><u>OTHER EMPLOYMENT ACTIONS</u></b>			
<b><u>ELEMENTARY PRINCESS ANNE</u></b>			
3/12/2019	Tamara M. Nelson	Special Education (personal reasons) Ms. Nelson's resignation date has changed from 6/17/2019 to 3/12/2019.	

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

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



**Subject:** SY2019-20 School Calendar Adjustment: March 2020 **Item Number:** 12B

**Section:** Action **Date:** March 26, 2019

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

**Prepared by:** Natalie Allen, Chief Media and Communications Officer, Dept. of Media and Communications

**Presenter(s):** Mrs. Lauren W. Nolasco, Director of Communications, Dept. of Media and Communications

**Recommendation:**

That the School Board move the approved March 30, 2020 Staff Day to Tuesday, March 3, 2020 in consideration of the impact on the more than 45 school facilities used as polling sites.

**Background Summary:**

In the calendar the Board approved in November 2017, the division had a Staff Day scheduled for Monday, March 30. However, recently, the Office of the Registrar, reached out to the school division to consider its operational plans for Tuesday, March 3, the presidential primary election date. In 2016, the last presidential primary, there was increased participation at local polling sites. The same increase is expected by the registrar's office for 2020. In reaching out to the division's sister cities, administration was informed Norfolk, Portsmouth and Suffolk will all not have students reporting March 3. After careful consideration of the impact on the more than 45 school facilities used as polling sites, it is administration's recommendation to move the approved March 30 Staff Day to Tuesday, March 3.

**Source:**

*The Department of Media and Communications*

**Budget Impact:**

None



**Subject:** Technology and Career Education Carl Perkins SY20 Grant **Item Number:** 13A

**Section:** Information **Date:** March 26, 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 receive information regarding 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,</b> <b>Operations and Accountability,</b> <b>Career, Technical, and Adult</b> <b>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> <b>804-786-4206</b>		<b>Bill Hatch, CTE Coordinator,</b> <b>Planning, Administration and</b> <b>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> <b>804-786-4206</b>	
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,  
Operations and Accountability,  
Career, Technical, and Adult  
Education**  
[CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or  
[George.Willcox@doe.virginia.gov](mailto:George.Willcox@doe.virginia.gov)  
804-786-4206

**Bill Hatch, CTE Coordinator,  
Planning, Administration and  
Accountability**  
[CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or  
[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 are 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. 114(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 and 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 of Workforce Development	Virginia Beach City Public Schools	SP
Stewart, Jerry - Workforce Development Coordinator	City of Virginia Beach - Economic Development	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 Specialist	WIOA Contract Employee serving Out-of-School Youth	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</u> <u>(Grades K-12)</u>	<u>Number of Students with Disabilities</u> <u>(Grades K-12)</u>	<u>Number of Homeless Students</u> <u>(Grades K-12)</u>	<u>Number of English Learners</u> <u>(Grades K-12)</u>	<u>Number of Students in Foster Care</u> <u>(Grades K-12)</u>	<u>Number of Students with Parent(s) in</u> <u>Active Duty (Grades K-12)</u>	<u>Number of Single-parents (Grades 7-12)</u>	<u>Number of Non-traditional (under-</u> <u>represented gender groups)</u> <u>(Grades 7-12)</u>	<u>Number of Out-of-Workforce Individuals</u> <u>(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	
		1	16		47	2	16	3	13	
		0	2		2	2	2	1	4	
		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.)

<b>School Division</b>	<b>Amount</b>
<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	116,000.00
	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				8000	Fed	100,000.00
	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						
Career and Technical Education Programs or Activities Funded						Federal		842,640.30	
						State		0.00	
						Local		0.00	
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)								44,349.48	
Grand Total Career and Technical Education Federal Budget								886,989.78	

**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>29,662.00</b>
<b>2000 - Employee Benefits</b>	Benefits for proctors	<b>2,269.14</b>
<b>3000 - Purchased Services</b>		
<b>4000 - Internal Services</b>		
<b>5000 - Indirect Cost</b>	Indirect costs	<b>12,418.34</b>
<b>5000 - Other Charges</b>		
<b>Line 1 Administration SUBTOTAL</b>		<b>44,349.48</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>44,349.48</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>29,662.00</b>
2000 - Employee Benefits	<b>2,269.14</b>
3000 - Purchased Services	<b>223,000.00</b>
4000 - Internal Services	<b>0.00</b>
5000 - Indirect Costs and Other Charges	<b>39,418.34</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>886,989.78</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:** 13B

**Section:** Information **Date:** March 26, 2019

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

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

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

**Recommendation:**

That the School Board receive information regarding 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  
PARTICIPATION**

**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:** Interim Financial Statements –February 2019 **Item Number:** 13C

**Section:** Information **Date:** March 26, 2019

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

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

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

**Recommendation:**

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

**Background Summary:**

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

**Source:**

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

**Budget Impact:**

None



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

**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2018-2019**  
**FEBRUARY 2019**

The financial statements include the following:

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

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

### **School Operating Fund**

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

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

Revenues realized this month totaled **\$47.1 million**. Revenues realized to date are **64.27%** of the current fiscal year estimate (**63.84%** of FY 2018 actual, **64.22%** of FY 2017 actual). Of the amount realized for the month, **\$18.2 million** was realized from the City, **\$7.5 million** was received in state sales tax, and **\$21.3 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

### **School Operating Fund Expenditures** (pages A3, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **61.64%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2018 was **64.05%**, and FY 2017 was **62.99%**. Please note that **\$7,038,446** of the current year budget is funded by the prior year fund balance for encumbrances.

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

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. A total of **\$68,549** in revenue (includes **\$36,510** in basketball receipts, **\$1,977** in gymnastics receipts, **\$5,078** in wrestling receipts, and **\$20,134** in middle school receipts) was realized this month. This fund has realized **98.5%** of the estimated revenue for the current fiscal year compared to **90.0%** of FY 2018 actual. Expenditures totaled **\$374,173** for this month. This fund has incurred expenditures and encumbrances of **64.4%** of the current fiscal year budget compared to **54.2 %** of FY 2018 actual. Please note that **\$394,082** of the current year budget is funded by the prior year fund balance for encumbrances.

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

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$3,283,125** in revenue (includes **\$1,066,279** in charges for services and **\$2,044,239** from the National School Meal Program) was realized this month. This fund has realized **49.3%** of the estimated revenue for the current fiscal year compared to **49.3%** of FY 2018 actual. Expenditures totaled **\$3,036,902** for this month. This fund has incurred expenditures and encumbrances of **47.9%** of the current fiscal year budget compared to **54.4%** of FY 2018 actual. Please note that **\$2,026,534** of the current year budget is funded by the prior year fund balance (**\$1,945,288**) and prior year fund balance reserve for encumbrance (**\$81,246**).



**Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of **\$343,611** in revenue (includes **\$332,345** from the Department of Education) was realized this month. This fund has realized **67.4%** of the estimated revenue for the current fiscal year compared to **66.3%** of FY 2018 actual. Expenditures totaled **\$10,852** for this month. This fund has incurred expenditures and encumbrances of **75.8%** of the budget for the current fiscal year compared to **97.9%** of FY 2018 actual. Please note that **\$2,163,315** of the current year budget is funded by the prior year fund balance (**\$2,140,110**) and prior year fund balance reserve for encumbrance (**\$23,205**).

**Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$36,659** in revenue (includes **\$29,872** in interest and **\$6,576** in insurance proceeds) this month. Expenses for this month totaled **\$342,429** (includes **\$208,381** in Worker's Compensation payments, **\$50,153** in Motor Vehicle Insurance premiums, and **\$30,725** in General Liability Insurance premiums).

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

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$48,631** in revenue was realized this month (includes **\$2,074** in cell tower rent – Cox High, **\$32,920** in cell tower rent – Landstown High, **\$2,985** in cell tower rent – Ocean Lakes High, and **\$4,769** in cell tower rent – Tech Center). This fund has realized **97.3%** of the estimated revenue for the current fiscal year compared to **80.7%** of FY 2018 actual. Expenses for this month totaled **\$24,810**. This fund has incurred expenditures and encumbrances of **48.5%** of the budget for the current fiscal year compared to **18.9%** of FY 2018 actual. Please note that **\$340,764** of the current year budget is funded by the prior year fund balance (**\$340,000**) and prior year fund balance reserve for encumbrance (**\$764**).

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

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$3,898,930** in expenditures was incurred for various grants this month.

**Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$11,058,444** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$10,179,372**. This includes medical and prescription drug claim payments for City and School Board employees.

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

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$105** in revenue (includes **\$87** in vending receipts) was realized this month. This fund has realized **65.1%** of the estimated revenue for the current fiscal year compared to **59.1%** of FY 2018. This fund has incurred expenditures and encumbrances of **99.5%** of the budget for the current fiscal year compared to **100.0%** of FY 2018 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

### **Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$36,713** in revenue (interest) was realized this month. Please note that **\$260,244** of the current year budget is funded by the prior year fund balance.

### **Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$2,133** in revenue (interest) was realized this month. Please note that **\$1,088,036** of the current year budget is funded by the prior year fund balance.

### **Capital Projects Funds** (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$3,539,511** in expenditures was incurred for various school capital projects this month. This includes **\$409,022** for the John B. Dey Elementary Modernization project, **\$1,037,484** for Thoroughgood Elementary Replacement project, **\$1,541,430** for Princess Anne Middle Replacement project, **\$26,428** for Kemps Landing/ODC Replacement project, **\$29,254** for the Kempsville Entrepreneurial Academy Improvements, **\$162,949** for the Plaza Annex/Laskin Road Addition project, and **\$61,890** for the HVAC Phase II Renovation and Replacement projects.

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

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,803,031** in revenue for the current fiscal year from the School Operating Fund or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **52.8%** of the current year fiscal year budget compared to **60.5%** of FY 2018 actual. Please note that **\$19,102** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000  
February 1, 2019 through February 28, 2019

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Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	19-02-01	To purchase the 2019 Mitchell Heavy Truck Estimation manual	FROM	Vehicle Services Uniform Rental	TO	Management Books and Subscriptions	\$ 110
JV NUMBER	19-02-07	To cover musical instruments	FROM	Teaching and Learning Support Other Materials and Supplies	TO	Senior High Classroom Instructional Supplies	\$ 66,000
JV NUMBER	19-02-08	To cover stipends and benefits for Math and Science at Ocean Lakes High School	FROM	Gifted Ed & Academy Program Support Workshops	TO	Gifted Ed & Academy Program Stipends FICA Benefits	\$ 1,077
JV NUMBER	19-02-08	To cover stipends and benefits for Math and Science at Ocean Lakes High School	FROM	Gifted Ed & Academy Program Support Workshop Instructors	TO	Gifted Ed & Academy Program Stipends FICA Benefits	\$ 646
JV NUMBER	19-02-14	To cover six Temporary Employee Agreement (TEA) positions	FROM	Maintenance Services Gas Services	TO	Maintenance Services Part-Time/Temporary Personnel FICA	\$ 86,549
JV NUMBER	19-02-14	To cover the Community Oriented Policing Services (COPS) local grant match	FROM	Maintenance Services Electrical Services	TO	Safe Schools Transfers to Grant Fund	\$ 128,750
JV NUMBER	19-02-14	To purchase five Nissan trucks	FROM	Maintenance Services Other Purchased Services	TO	Vehicle Services Capital Outlay - Additional	\$ 2,176
JV NUMBER	19-02-18	To align with the Virginia Department of Education's change on how testing vouchers should be coded	FROM	Technical and Career Education Other Purchased Services	TO	Technical and Career Education Technology Software/Online Content	\$ 100,000

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

A 1

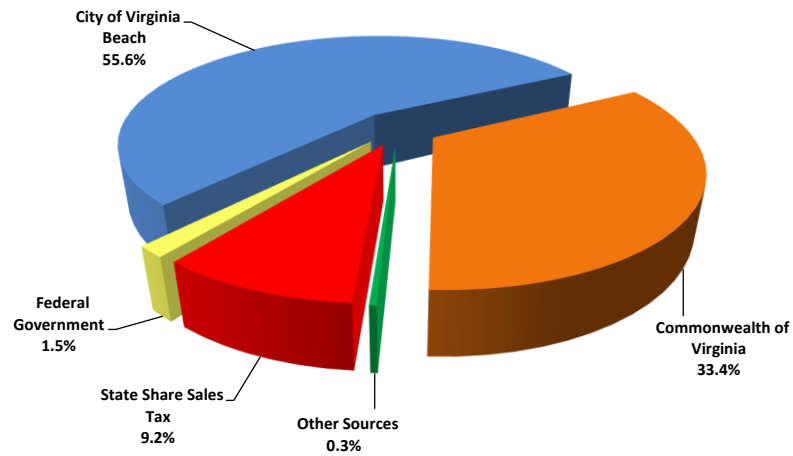
**REVENUES**

**FEBRUARY 2019**

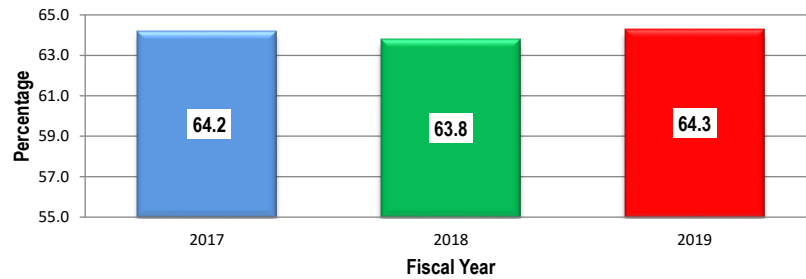
<b>BY MAJOR SOURCE</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (2)</b>	<b>TREND *</b>
<b>COMMONWEALTH OF VIRGINIA</b>	2019	272,725,078	<-----	164,604,924	60.36%	A
	2018	273,443,481	273,210,535	168,062,474	61.51%	
	2017	263,423,825	260,283,753	162,184,727	62.31%	
<b>STATE SALES TAX</b>	2019	75,344,490	<-----	45,696,299	60.65%	A
	2018	73,718,340	74,264,875	44,544,769	59.98%	
	2017	74,741,805	73,084,563	44,136,823	60.39%	
<b>FEDERAL GOVERNMENT</b>	2019	12,200,000	<-----	12,639,122	103.60%	F
	2018	12,200,000	12,614,392	7,771,313	61.61%	
	2017	12,476,532	13,464,377	7,001,310	52.00%	
<b>CITY OF VIRGINIA BEACH</b>	2019	453,652,684	<-----	300,158,451	66.16%	A
	2018	448,113,765	448,113,765	295,762,871	66.00%	
	2017	424,077,954	424,077,954	281,804,708	66.45%	
<b>OTHER SOURCES</b>	2019	2,782,803	<-----	1,806,593	64.92%	A
	2018	2,782,803	3,404,755	1,990,481	58.46%	
	2017	2,782,803	2,759,412	1,724,702	62.50%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2019	816,705,055	<-----	524,905,389	64.27%	A
	2018	810,258,389	811,608,322	518,131,908	63.84%	
	2017	777,502,919	773,670,059	496,852,270	64.22%	

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

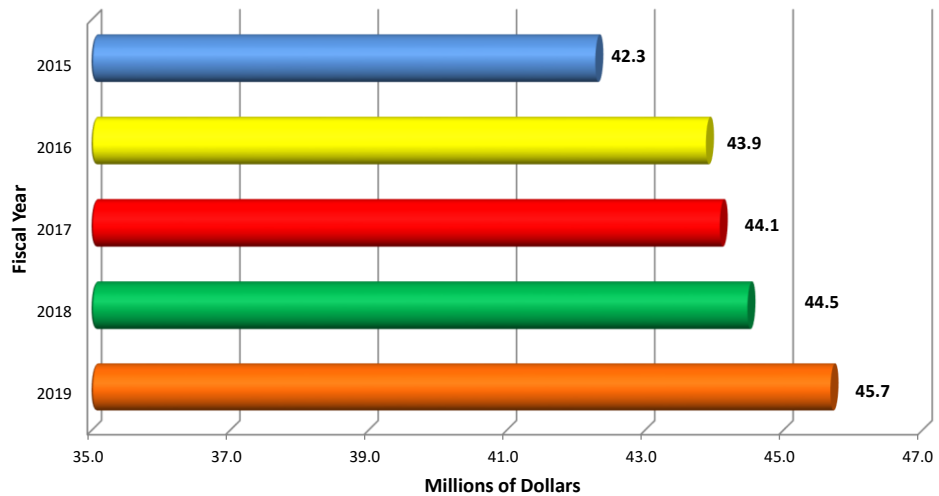
**Fiscal Year 2019 Revenue Budget by Major Source**



**School Operating Fund Revenue**  
**Percentage of Actual to Budget/Actual as of February 28, 2019**



**State Sales Tax Revenue through February 28, 2019**



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

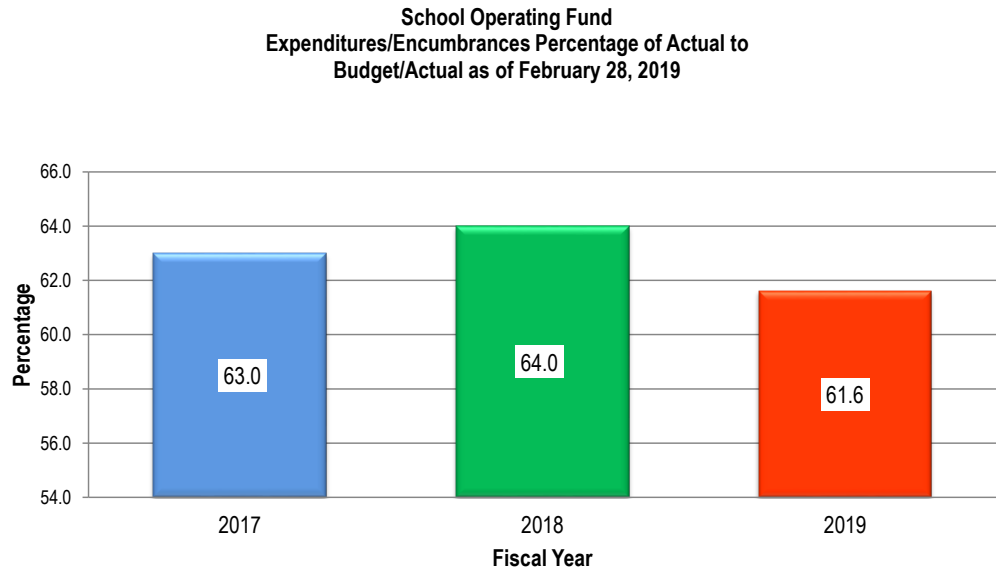
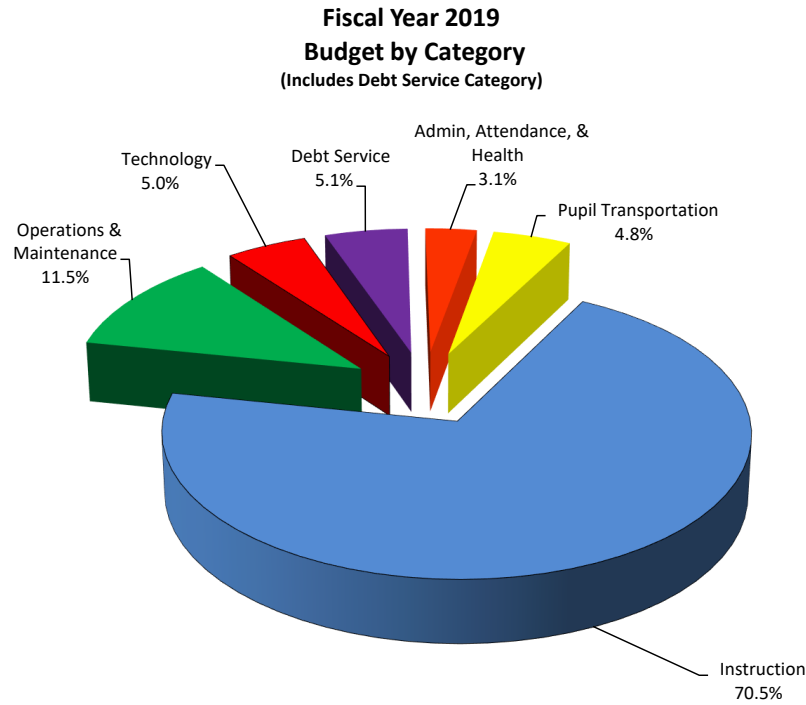
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**EXPENDITURES/ENCUMBRANCES**

**FEBRUARY 2019**

<b>BY UNIT WITHIN CATEGORY</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (2)</b>	<b>TREND *</b>
<b>INSTRUCTION</b>	<b>2019</b>	<b>580,339,134</b>	<b>&lt;-----</b>	<b>352,016,777</b>	<b>60.66%</b>	<b>A</b>
<b>CATEGORY</b>	<b>2018</b>	<b>566,031,486</b>	<b>555,182,270</b>	<b>351,105,192</b>	<b>63.24%</b>	
	<b>2017</b>	<b>547,382,834</b>	<b>533,960,741</b>	<b>331,760,569</b>	<b>62.13%</b>	
<b>ADMINISTRATION,</b>	<b>2019</b>	<b>25,907,087</b>	<b>&lt;-----</b>	<b>15,674,723</b>	<b>60.50%</b>	<b>A</b>
<b>ATTENDANCE &amp; HEALTH</b>	<b>2018</b>	<b>25,140,520</b>	<b>23,861,911</b>	<b>15,515,506</b>	<b>65.02%</b>	
<b>CATEGORY</b>	<b>2017</b>	<b>24,339,437</b>	<b>23,322,078</b>	<b>15,150,636</b>	<b>64.96%</b>	
<b>PUPIL TRANSPORTATION</b>	<b>2019</b>	<b>39,768,741</b>	<b>&lt;-----</b>	<b>27,472,357</b>	<b>69.08%</b>	<b>A</b>
<b>CATEGORY</b>	<b>2018</b>	<b>47,622,296</b>	<b>46,649,944</b>	<b>33,301,899</b>	<b>71.39%</b>	
	<b>2017</b>	<b>40,132,386</b>	<b>38,393,774</b>	<b>23,589,279</b>	<b>61.44%</b>	
<b>OPERATIONS AND</b>	<b>2019</b>	<b>94,777,582</b>	<b>&lt;-----</b>	<b>59,887,027</b>	<b>63.19%</b>	<b>A</b>
<b>MAINTENANCE</b>	<b>2018</b>	<b>94,061,627</b>	<b>90,389,774</b>	<b>55,235,619</b>	<b>61.11%</b>	
<b>CATEGORY</b>	<b>2017</b>	<b>92,216,393</b>	<b>88,249,457</b>	<b>57,092,549</b>	<b>64.69%</b>	
<b>TECHNOLOGY</b>	<b>2019</b>	<b>40,999,637</b>	<b>&lt;-----</b>	<b>26,862,417</b>	<b>65.52%</b>	<b>A</b>
<b>CATEGORY</b>	<b>2018</b>	<b>40,886,252</b>	<b>39,490,916</b>	<b>28,785,349</b>	<b>72.89%</b>	
	<b>2017</b>	<b>35,470,704</b>	<b>34,587,905</b>	<b>25,029,375</b>	<b>72.36%</b>	
<b>SCHOOL OPERATING FUND</b>	<b>2019</b>	<b>781,792,181</b>	<b>&lt;-----</b>	<b>481,913,301</b>	<b>61.64%</b>	<b>A</b>
<b>TOTAL</b>	<b>2018</b>	<b>773,742,181</b>	<b>755,574,815</b>	<b>483,943,565</b>	<b>64.05%</b>	
<b>(EXCLUDING DEBT SERVICE)</b>	<b>2017</b>	<b>739,541,754</b>	<b>718,513,955</b>	<b>452,622,408</b>	<b>62.99%</b>	
<b>DEBT SERVICE</b>	<b>2019</b>	<b>41,951,320</b>	<b>&lt;-----</b>	<b>29,778,314</b>	<b>70.98%</b>	<b>A</b>
<b>CATEGORY</b>	<b>2018</b>	<b>44,947,680</b>	<b>42,173,255</b>	<b>32,283,965</b>	<b>76.55%</b>	
	<b>2017</b>	<b>45,819,477</b>	<b>45,704,383</b>	<b>35,733,305</b>	<b>78.18%</b>	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>INSTRUCTION CATEGORY:</b>						
ELEMENTARY CLASSROOM	153,361,981	14,557,475	90,228,766	20,471	63,112,744	58.8%
SENIOR HIGH CLASSROOM	79,677,814	7,815,893	46,939,167	418,578	32,320,069	59.4%
TECHNICAL AND CAREER EDUCATION	19,267,125	1,608,442	10,236,185	2,472	9,028,468	53.1%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,520,628	1,310,119	8,639,864	2,440	5,878,324	59.5%
SPECIAL EDUCATION	96,783,548	7,428,129	58,231,808	189,082	38,362,658	60.4%
SUMMER SCHOOL	1,730,766		1,734,702		(3,936)	100.2%
SUMMER SLIDE PROGRAM	276,002	200	166,683		109,319	60.4%
GENERAL ADULT EDUCATION	2,027,974	185,161	1,110,603		917,371	54.8%
ALTERNATIVE EDUCATION-RENAISSANCE	7,063,249	619,760	3,957,755	778	3,104,716	56.0%
STUDENT ACTIVITIES	8,270,524	296,588	6,906,346	25,233	1,338,945	83.8%
OFFICE OF THE PRINCIPAL-ELEMENTARY	27,084,595	2,249,551	17,146,173	5,673	9,932,749	63.3%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	12,300,625	1,002,778	7,809,152	11,808	4,479,665	63.6%
OFFICE OF THE PRINCIPAL-TECHNICAL	675,956	55,127	424,178	17	251,761	62.8%
GUIDANCE SERVICES	18,379,317	1,643,799	11,306,480		7,072,837	61.5%
SOCIAL WORK SERVICES	3,966,666	432,318	2,580,890		1,385,776	65.1%
MEDIA AND COMMUNICATIONS	2,091,798	158,364	1,187,032		904,766	56.7%
TEACHING AND LEARNING SUPPORT	17,050,888	809,075	13,116,771	307,608	3,626,509	78.7%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,242,819	181,004	615,197	32,586	595,036	52.1%
OPPORTUNITY AND ACHIEVEMENT	88,765	6,421	25,351		63,414	28.6%
SPECIAL EDUCATION SUPPORT	3,628,298	314,900	2,321,818	132	1,306,348	64.0%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,334,494	209,835	1,476,176		858,318	63.2%
MEDIA SERVICES SUPPORT	13,227,298	1,252,628	7,759,953	169,199	5,298,146	59.9%
PLANNING INNOVATION AND ACCOUNTABILITY	2,618,365	130,468	1,197,822	49,604	1,370,939	47.6%
MIDDLE SCHOOL CLASSROOM	61,972,834	6,049,205	36,115,231	55,215	25,802,388	58.4%
REMEDIAL EDUCATION	8,335,824	833,440	5,129,849		3,205,975	61.5%
OFFICE OF THE PRINCIPAL-MIDDLE	10,983,894	950,372	7,238,229	5,679	3,739,986	66.0%
HOMEBOUND SERVICES	413,388	30,776	147,341		266,047	35.6%
TECHNICAL AND CAREER EDUCATION SUPPORT	949,000	77,503	620,355		328,645	65.4%
STUDENT LEADERSHIP	1,444,200	263,823	1,125,111		319,089	77.9%
PSYCHOLOGICAL SERVICES	4,669,234	418,640	2,968,829	8,023	1,692,382	63.8%
AUDIOLOGICAL SERVICES	486,866	39,214	343,849	338	142,679	70.7%
SCHOOL LEADERSHIP	1,985,970	129,016	1,111,586	161	874,223	56.0%
ALTERNATIVE EDUCATION	1,428,429	114,121	791,970	458	636,001	55.5%
<b>TOTAL INSTRUCTION</b>	<b>580,339,134</b>	<b>51,174,145</b>	<b>350,711,222</b>	<b>1,305,555</b>	<b>228,322,357</b>	<b>60.7%</b>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
MANAGEMENT	2,730,620	216,998	1,732,035		998,585	63.4%
VEHICLE OPERATIONS	22,841,778	3,704,963	16,559,514	15,424	6,266,840	72.6%
VEHICLE OPERATIONS-SPECIAL EDUCATION	7,505,209	1,088,373	4,146,762	735,949	2,622,498	65.1%
VEHICLE MAINTENANCE	3,653,111	288,162	2,215,193		1,437,918	60.6%
MONITORING SERVICES	3,038,023	345,196	2,067,480		970,543	68.1%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>39,768,741</b>	<b>5,643,692</b>	<b>26,720,984</b>	<b>751,373</b>	<b>12,296,384</b>	<b>69.1%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
FACILITIES SERVICES	832,081	59,712	429,966	5,388	396,727	52.3%
MAINTENANCE SERVICES	48,247,441	3,560,942	28,936,971	2,087,313	17,223,157	64.3%
DISTRIBUTION SERVICES	1,874,214	135,007	1,124,345		749,869	60.0%
GROUPS SERVICES	4,442,908		3,332,181		1,110,727	75.0%
CUSTODIAL SERVICES	28,442,435	2,276,729	16,479,242	532,876	11,430,317	59.8%
SAFE SCHOOLS	7,479,892	811,954	4,482,240		2,997,652	59.9%
VEHICLE SERVICES	2,380,923	68,791	1,436,787	181,470	762,666	68.0%
TELECOMMUNICATIONS	1,077,688	24,761	766,847	91,401	219,440	79.6%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>94,777,582</b>	<b>6,937,896</b>	<b>56,988,579</b>	<b>2,898,448</b>	<b>34,890,555</b>	<b>63.2%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	4,764,360	15,798	1,413,527	1,813	3,349,020	29.7%
SENIOR HIGH CLASSROOM	635,494	15,075	374,801	39,506	221,187	65.2%
TECHNICAL AND CAREER EDUCATION	357,419	52,745	168,203	39,464	149,752	58.1%
GIFTED EDUCATION AND ACADEMY PROGRAMS	146,984	10,015	97,651	8,891	40,442	72.5%
SPECIAL EDUCATION	398,616	7,704	361,114	403	37,099	90.7%
SUMMER SCHOOL	4,974		2,485		2,489	50.0%
GENERAL ADULT EDUCATION	42,022	6,130	24,828		17,194	59.1%
ALTERNATIVE EDUCATION-RENAISSANCE	16,558		18,018		(1,460)	108.8%
STUDENT ACTIVITIES	19,169	93	18,526		643	96.6%
OFFICE OF THE PRINCIPAL-ELEMENTARY	82,038	3,202	117,265	1,368	(36,595)	144.6%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	30,516	3,788	67,231	3,695	(40,410)	232.4%
OFFICE OF THE PRINCIPAL-TECHNICAL	2,046	127	2,838		(792)	138.7%
GUIDANCE SERVICES	72,269		63,627		8,642	88.0%
SOCIAL WORK SERVICES	16,886		9,117		7,769	54.0%
MEDIA AND COMMUNICATIONS	261,005	3,516	188,638		72,367	72.3%
INSTRUCTIONAL TECHNOLOGY	13,992,703	900,178	9,859,697	4,212	4,128,794	70.5%
TEACHING AND LEARNING SUPPORT	239,962	2,912	234,996		4,966	97.9%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	34,562		1,535		33,027	4.4%
OPPORTUNITY AND ACHIEVEMENT	4,655	855	905		3,750	19.4%
SPECIAL EDUCATION SUPPORT	17,055	642	13,961		3,094	81.9%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	40,320	4,556	16,843	1,739	21,738	46.1%
MEDIA SERVICES SUPPORT	645,442	2,748	665,264	3,947	(23,769)	103.7%
PLANNING INNOVATION AND ACCOUNTABILITY	501,861	697	364,009	40,660	97,192	80.6%
MIDDLE SCHOOL CLASSROOM	609,935	11,904	416,181	4,547	189,207	69.0%
REMEDIAL EDUCATION	33,458		28,813		4,645	86.1%
OFFICE OF THE PRINCIPAL-MIDDLE	28,900	1,132	46,844	1,143	(19,087)	166.0%
HOMEBOUND SERVICES	43,462	9,409	17,310		26,152	39.8%
TECHNICAL AND CAREER EDUCATION SUPPORT	5,121	11	4,379	607	135	97.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>TECHNOLOGY CATEGORY:</b>						
STUDENT LEADERSHIP	4,570	145	3,837		733	84.0%
PSYCHOLOGICAL SERVICES	20,275		18,765		1,510	92.6%
AUDIOLOGICAL SERVICES	767		767			100.0%
SCHOOL LEADERSHIP	33,327	129	4,468	1,402	27,457	17.6%
ALTERNATIVE EDUCATION	168,356	6,055	50,344	24,555	93,457	44.5%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	4,581		2,302		2,279	50.3%
OFFICE OF THE SUPERINTENDENT	8,773	126	2,335		6,438	26.6%
BUDGET AND FINANCE	260,507	13,449	126,665	5,186	128,656	50.6%
HUMAN RESOURCES	299,550	271	276,519	14,589	8,442	97.2%
INTERNAL AUDIT	2,718	6	1,520		1,198	55.9%
PURCHASING SERVICES	58,138	79	34,599	3,999	19,540	66.4%
PROFESSIONAL GROWTH AND INNOVATION	140,704	4,596	108,176		32,528	76.9%
OFFICE OF TECHNOLOGY	894,778	73,354	573,621		321,157	64.1%
BENEFITS	37,098	342	11,999	1,695	23,404	36.9%
HEALTH SERVICES	30,770		29,872		898	97.1%
MANAGEMENT	207,357	28,003	137,153	55,800	14,404	93.1%
VEHICLE OPERATIONS	377,682	36,682	218,896	154,375	4,411	98.8%
VEHICLE OPERATIONS-SPED	7,752		7,752			100.0%
VEHICLE MAINTENANCE	34,949		15,348		19,601	43.9%
MONITORING SERVICES	7,930		7,930			100.0%
FACILITIES SERVICES	20,915		10,638		10,277	50.9%
MAINTENANCE SERVICES	1,087,554	73,276	483,305	134,296	469,953	56.8%
DISTRIBUTION SERVICES	56,991	44	44,296		12,695	77.7%
CUSTODIAL SERVICES	66,345	7	63,946		2,399	96.4%
SAFE SCHOOLS	85,600	102	84,473	165	962	98.9%
VEHICLE SERVICES	38,026	6,308	25,410	12,616		100.0%
TELECOMMUNICATIONS	10,804	238	8,590		2,214	79.5%
TECHNOLOGY MAINTENANCE	13,985,028	654,361	8,513,988	835,624	4,635,416	66.9%
<b>TOTAL TECHNOLOGY</b>	<u>40,999,637</u>	<u>1,950,810</u>	<u>25,466,120</u>	<u>1,396,297</u>	<u>14,137,220</u>	65.5%
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<u>781,792,181</u>	<u>67,744,167</u>	<u>475,465,825</u>	<u>6,447,476</u>	<u>299,878,880</u>	61.6%
<b>DEBT SERVICE CATEGORY:</b>	<u>41,951,320</u>	<u>6,017,456</u>	<u>29,778,314</u>		<u>12,173,006</u>	71.0%

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2018 through February 28, 2019

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**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	272,725,078	33.39%	164,604,924	(108,120,154)	60.36%
State Share Sales Tax	75,344,490	9.23%	45,696,299	(29,648,191)	60.65%
Federal Government	12,200,000	1.49%	12,639,122	439,122	103.60%
City of Virginia Beach	453,652,684	55.55%	300,158,451	(153,494,233)	66.16%
Other Sources	2,782,803	0.34%	1,806,593	(976,210)	64.92%
<b>Total Revenues</b>	816,705,055	100.0%	524,905,389	(291,799,666)	64.27%
Prior Year Local Contribution*	7,038,446				
	<u>823,743,501</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	580,339,134	70.45%	352,016,777	228,322,357	60.66%
Administration, Attendance and Health	25,907,087	3.14%	15,674,723	10,232,364	60.50%
Pupil Transportation	39,768,741	4.83%	27,472,357	12,296,384	69.08%
Operations and Maintenance	94,777,582	11.51%	59,887,027	34,890,555	63.19%
Technology	40,999,637	4.98%	26,862,417	14,137,220	65.52%
Debt Service	41,951,320	5.09%	29,778,314	12,173,006	70.98%
<b>Total Expenditures/Encumbrances</b>	823,743,501	100.00%	511,691,615	312,051,886	62.12%

\*Fiscal year 2017-2018 encumbrances brought forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:

LIABILITIES:

CASH	1,237,231	VOUCHERS PAYABLE	826,000
DUE FROM GENERAL FUND	62,142,823	ACCOUNTS PAYABLE	60,107
DUE FROM COMMONWEALTH OF VA	4,034,996	ACCOUNTS PAYABLE - SCHOOLS	54,945
PREPAID ITEM	13,365	SALARIES PAYABLE-OPTIONS	30,655,821
		FICA PAYABLE-OPTIONS	2,330,112
		WIRES PAYABLE	6,132,489
		ACH PAYABLES	239,632
		TOTAL LIABILITIES	<u>40,299,106</u>
FUND EQUITY:			
		FUND BALANCE	429,613
		ESTIMATED REVENUE	(816,705,055)
		APPROPRIATIONS	823,743,501
		ENCUMBRANCES	6,447,476
		RESERVE FOR ENCUMBRANCES	(6,447,476)
		EXPENDITURES	(505,244,139)
		REVENUES	<u>524,905,389</u>
		TOTAL FUND EQUITY	<u>27,129,309</u>
TOTAL ASSETS	<u>67,428,415</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>67,428,415</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REIMB-SOCIAL SECURITY	10,633,306	881,280	7,056,010	(3,577,296)	66.4%
REIMB-RETIREMENT	23,456,993	1,944,098	15,565,505	(7,891,488)	66.4%
REIMB-LIFE INSURANCE	716,852	59,412	475,686	(241,166)	66.4%
BASIC SCHOOL AID	179,992,491	14,834,831	119,206,466	(60,786,025)	66.2%
SP ED-SOQ	18,797,454	1,557,919	12,473,546	(6,323,908)	66.4%
VOCATIONAL FUNDS-SOQ	1,911,606	158,432	1,268,496	(643,110)	66.4%
FOSTER HOME CHILDREN-REGULAR	362,823			(362,823)	
SUMMER SCHOOLS-REMEDIAL	236,411	35,227	123,296	(113,115)	52.2%
GIFTED & TALENTED AID-SOQ	1,991,256	165,034	1,321,350	(669,906)	66.4%
REMEDIAL ED-SOQ	4,619,713	382,879	3,065,533	(1,554,180)	66.4%
SP ED-HOME BOUND	151,776	17,768	44,421	(107,355)	29.3%
SP ED-REGIONAL PROG PAYMENT	9,709,693			(9,709,693)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	294,035			(294,035)	
ENGLISH AS A SECOND LANG PAYMENTS	736,632	83,453	524,189	(212,443)	71.2%
AT-RISK INITIATIVE	3,162,986	262,405	2,099,242	(1,063,744)	66.4%
CLASS SIZE INITIATIVE	5,090,675	920,790	1,381,184	(3,709,491)	27.1%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	10,860,376			(10,860,376)	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>272,725,078</u>	<u>21,303,528</u>	<u>164,604,924</u>	<u>(108,120,154)</u>	60.4%
STATE SHARE SALES TAX	<u>75,344,490</u>	<u>7,451,463</u>	<u>45,696,299</u>	<u>(29,648,191)</u>	60.6%
TOTAL FROM STATE SHARE SALES TAX	<u>75,344,490</u>	<u>7,451,463</u>	<u>45,696,299</u>	<u>(29,648,191)</u>	60.6%
PUBLIC LAW 874	9,935,191		9,563,994	(371,197)	96.3%
DEPT OF THE NAVY-NJROTC	100,000		140,934	40,934	140.9%
DEPT OF DEFENSE	1,500,000			(1,500,000)	
IMPACT AID-SPECIAL ED			2,363,691	2,363,691	
MEDICAID REIMBURSEMENT	664,809	65,016	485,305	(179,504)	73.0%
MEDICAID REIMBURSEMENT-TRANSPORTATION		12,278	85,198	85,198	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>77,294</u>	<u>12,639,122</u>	<u>439,122</u>	103.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	446,117,146	16,917,074	294,683,519	(151,433,627)	66.1%
TRANSFER FROM SCHOOL RESERVE FUND	6,800,000	515,151	4,739,394	(2,060,606)	69.7%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538	735,538	735,538		100.0%
TOTAL TRANSFERS	<u>453,652,684</u>	<u>18,167,763</u>	<u>300,158,451</u>	<u>(153,494,233)</u>	66.2%
SALE OF SCHOOL VEHICLES	15,000	1,830	42,530	27,530	283.5%
RENT OF FACILITIES	450,000	15,479	185,579	(264,421)	41.2%
SECEP-RENT OF FACILITIES			82,500	82,500	
RENT OF PROPERTY		2,000	16,000	16,000	
TUITION-REGULAR DAY	100,000	16,797	136,541	36,541	136.5%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000		556,649	(143,351)	79.5%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125	3,780	114,271	(207,854)	35.5%
COLLEGE NIGHT FEES			15,210	15,210	
TUITION-LPN PROGRAM	25,575		1,000	(24,575)	3.9%
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		193	4,593	4,593	
DONATION			1,529	1,529	
MISCELLANEOUS REVENUE	224,703	5,955	143,998	(80,705)	64.1%
SALE OF SALVAGE MATERIALS	12,000	6,536	44,309	32,309	369.2%
REIMB-SYSTEM REPAIRS		1,560	1,755	1,755	
INDIRECT COST-GRANTS	600,000	66,452	431,906	(168,094)	72.0%
LOST & STOLEN-TECHNOLOGY			2,420	2,420	
LOST & DAMAGED-TECHNOLOGY			14,228	14,228	
LOST & DAMAGED-CALCULATORS		96	10,780	10,780	
LOST & DAMAGED-HEARTRATE MONITORS			795	795	
TOTAL FROM OTHER SOURCES	<u>2,782,803</u>	<u>120,678</u>	<u>1,806,593</u>	<u>(976,210)</u>	64.9%
TOTAL SCHOOL OPERATING FUND	<u>816,705,055</u>	<u>47,120,726</u>	<u>524,905,389</u>	<u>(291,799,666)</u>	64.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:		LIABILITIES:	
CASH	2,268,541	VOUCHERS PAYABLES	15,021
		ACH PAYABLES	31,792
		TOTAL LIABILITIES	46,813
		FUND EQUITY:	
		FUND BALANCE	211,019
		ESTIMATED REVENUE	(5,233,774)
		APPROPRIATIONS	5,627,856
		ENCUMBRANCES	83,684
		RESERVE FOR ENCUMBRANCES	(83,684)
		EXPENDITURES	(3,538,054)
		REVENUES	5,154,681
		TOTAL FUND EQUITY	2,221,728
TOTAL ASSETS	2,268,541	TOTAL LIABILITIES AND FUND EQUITY	2,268,541

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	4,337	35,529	30,529	710.6%	84.4%
BASKETBALL	120,000	36,510	106,150	(13,850)	88.5%	99.6%
FOOTBALL	250,000		169,859	(80,141)	67.9%	100.0%
GYMNASTICS	4,000	1,977	5,349	1,349	133.7%	100.0%
WRESTLING	13,000	5,078	13,636	636	104.9%	102.3%
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000	20,134	62,710	(2,290)	96.5%	55.6%
TRANSFER FROM SCHOOL OPERATING	4,729,774		4,729,774		100.0%	90.9%
OTHER INCOME	5,000	513	31,674	26,674	633.5%	90.9%
TOTAL REVENUES	5,233,774	68,549	5,154,681	(79,093)	98.5%	90.0%
PYFB-ENCUMBRANCES	394,082					
TOTAL REVENUES AND PYFB	5,627,856					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,554,767	221,059	1,590,228		964,539	62.2%	66.8%
FICA BENEFITS	195,437	16,795	121,534		73,903	62.2%	66.9%
PURCHASED SERVICES	1,252,979	88,679	691,210		561,769	55.2%	42.0%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,245		31,005	39.5%	98.6%
ATHLETIC INSURANCE	175,000		190,774		(15,774)	109.0%	100.0%
OTHER CHARGES			824		(824)		46.7%
MATERIALS AND SUPPLIES	835,538	47,640	553,167	68,580	213,791	74.4%	63.2%
CAPITAL OUTLAY	270,976		88,601		182,375	32.7%	2.9%
LAND, STRUCTURES AND IMPROVEMENTS	291,909		281,471	15,104	(4,666)	101.6%	
TOTAL	5,627,856	374,173	3,538,054	83,684	2,006,118	64.4%	54.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:		LIABILITIES:	
CASH	12,838,532	VOUCHERS PAYABLE	1,568
CASH WITH CAFETERIAS	21,971	SALARIES PAYABLE-OPTIONS	559,854
FOOD INVENTORY	252,267	FICA PAYABLE-OPTIONS	42,828
FOOD-USDA INVENTORY	260,290	ACH PAYABLE	603,225
SUPPLIES INVENTORY	112,498	UNEARNED REVENUE	431,264
		TOTAL LIABILITIES	<u>1,638,739</u>
		FUND EQUITY:	
		FUND BALANCE	10,264,338
		ESTIMATED REVENUE	(31,787,925)
		APPROPRIATIONS	33,814,459
		ENCUMBRANCES	67,179
		RESERVE FOR ENCUMBRANCES	(67,179)
		EXPENDITURES	(16,128,156)
		REVENUES	<u>15,684,103</u>
		TOTAL FUND EQUITY	<u>11,846,819</u>
TOTAL ASSETS	<u>13,485,558</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>13,485,558</u>

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	50,000	22,869	119,447	69,447	238.9%	64.1%
CHARGES FOR SERVICES	11,230,670	1,066,279	6,056,145	(5,174,525)	53.9%	59.5%
USDA REBATES	673,583	32,005	161,130	(512,453)	23.9%	37.8%
MISCELLANEOUS REVENUE			10,000	10,000		100.0%
TOTAL LOCAL REVENUE	<u>11,954,253</u>	<u>1,121,153</u>	<u>6,346,722</u>	<u>(5,607,531)</u>	53.1%	58.3%
SCHOOL MEAL PAYMENTS	500,000	67,537	395,413	(104,587)	79.1%	62.3%
SCHOOL BREAKFAST INITIATIVE		5,508	19,675	19,675		48.5%
TOTAL REVENUE FROM COMMONWEALTH	<u>500,000</u>	<u>73,045</u>	<u>415,088</u>	<u>(84,912)</u>	83.0%	61.2%
NATIONAL SCHOOL MEAL PROGRAM	17,410,089	2,044,239	8,585,107	(8,824,982)	49.3%	48.9%
USDA COMMODITIES	1,923,583			(1,923,583)		
SUMMER FEEDING PROGRAM			152,693	152,693		91.6%
CHILD AND ADULT CARE FOOD PROGRAM		44,688	184,021	184,021		38.8%
OTHER FEDERAL FUNDS			472	472		100.0%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>19,333,672</u>	<u>2,088,927</u>	<u>8,922,293</u>	<u>(10,411,379)</u>	46.1%	44.0%
TOTAL REVENUES	<u>31,787,925</u>	<u>3,283,125</u>	<u>15,684,103</u>	<u>(16,103,822)</u>	49.3%	49.3%
PRIOR YEAR FUND BALANCE (PYFB)	1,945,288					
PYFB-ENCUMBRANCES	<u>81,246</u>					
TOTAL REVENUES AND PYFB	<u>33,814,459</u>					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	10,937,689	930,725	5,641,963		5,295,726	51.6%	60.3%
FRINGE BENEFITS	4,610,424	356,015	2,178,633		2,431,791	47.3%	60.2%
PURCHASED SERVICES	456,466	29,885	215,695	2,890	237,881	47.9%	117.3%
OTHER CHARGES	74,802	8,418	36,486		38,316	48.8%	84.4%
MATERIALS AND SUPPLIES	16,439,734	1,641,648	7,576,458	22,850	8,840,426	46.2%	47.7%
CAPITAL OUTLAY	<u>1,295,344</u>	<u>70,211</u>	<u>478,921</u>	<u>41,439</u>	<u>774,984</u>	40.2%	61.3%
TOTAL	<u>33,814,459</u>	<u>3,036,902</u>	<u>16,128,156</u>	<u>67,179</u>	<u>17,619,124</u>	47.9%	54.4%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B 7

ASSETS:		LIABILITIES:	
CASH	6,034,613	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	5,850,426
		ESTIMATED REVENUE	(4,066,474)
		APPROPRIATIONS	6,229,789
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(4,721,279)
		REVENUES	2,742,151
		TOTAL FUND EQUITY	6,034,613
TOTAL ASSETS	<u>6,034,613</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>6,034,613</u>

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	11,266	57,976	28,493	196.6%	62.9%
PURCHASES			14	14		
LOST AND DAMAGED	27,000		21,516	(5,484)	79.7%	46.5%
MISCELLANEOUS			1,710	1,710		80.4%
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>11,266</u>	<u>81,216</u>	<u>24,733</u>	143.8%	61.9%
DEPT OF EDUCATION	4,009,991	332,345	2,660,935	(1,349,056)	66.4%	66.4%
TOTAL REVENUE-COMMONWEALTH	<u>4,009,991</u>	<u>332,345</u>	<u>2,660,935</u>	<u>(1,349,056)</u>	66.4%	66.4%
TOTAL REVENUES	4,066,474	343,611	2,742,151	(1,324,323)	67.4%	66.3%
PRIOR YEAR FUND BALANCE (PYFB)	2,140,110					
PYFB-ENCUMBRANCES	23,205					
TOTAL REVENUES AND PYFB	<u>6,229,789</u>					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	87,067	7,603	62,843		24,224	72.2%	67.5%
FRINGE BENEFITS	28,076	3,249	23,164		4,912	82.5%	64.0%
PURCHASED SERVICES	725,930		160,500		565,430	22.1%	100.0%
MATERIALS AND SUPPLIES	5,388,716		4,474,772		913,944	83.0%	96.9%
TOTAL	<u>6,229,789</u>	<u>10,852</u>	<u>4,721,279</u>		<u>1,508,510</u>	75.8%	97.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:		LIABILITIES:	
CASH	15,402,966	ACH PAYABLES	908
PREPAID ITEM	267,030	EST CLAIMS/JUDGMENTS PAYABLE	<u>7,971,000</u>
		TOTAL LIABILITIES	<u>7,971,908</u>
		FUND EQUITY:	
		RETAINED EARNINGS	5,402,583
		ENCUMBRANCES	18,093
		RESERVE FOR ENCUMBRANCES	(18,093)
		EXPENSES	(5,375,437)
		REVENUES	<u>7,670,942</u>
		TOTAL FUND EQUITY	<u>7,698,088</u>
TOTAL ASSETS	<u>15,669,996</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>15,669,996</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	29,872	177,244
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	6,576	686,007
MISCELLANEOUS REVENUE	211	1,967
TOTAL REVENUES	<u>36,659</u>	<u>7,670,942</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	27,371	188,764	
FRINGE BENEFITS	8,898	60,531	
OTHER PURCHASED SERVICES	708	439,968	6,840
FIRE AND PROPERTY INSURANCE		1,585,812	
MOTOR VEHICLE INSURANCE	50,153	1,199,671	
WORKER'S COMPENSATION	208,381	1,529,671	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	30,725	304,709	
MISCELLANEOUS	69	578	
MATERIALS AND SUPPLIES	16,124	30,680	11,253
CAPITAL OUTLAY		34,853	
TOTAL	<u>342,429</u>	<u>5,375,437</u>	<u>18,093</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:		LIABILITIES:	
CASH	3,067,388	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,286,320
		ESTIMATED REVENUE	(510,000)
		APPROPRIATIONS	850,764
		ENCUMBRANCES	281,423
		RESERVE FOR ENCUMBRANCES	(281,423)
		EXPENDITURES	(130,989)
		REVENUES	496,293
		TOTAL FUND EQUITY	2,992,388
TOTAL ASSETS	3,067,388	TOTAL LIABILITIES AND FUND EQUITY	3,067,388

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	10,000	5,883	31,775	21,775	317.8%	68.3%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		100.0%
TOWER RENT-COX HIGH		2,074	134,193	134,193		93.1%
TOWER RENT-FIRST COLONIAL HIGH			76,734	76,734		100.0%
TOWER RENT-LANDSTOWN HIGH		32,920	32,920	32,920		100.0%
TOWER RENT-OCEAN LAKES HIGH		2,985	30,328	30,328		30.3%
TOWER RENT-SALEM HIGH			49,976	49,976		100.0%
TOWER RENT-TALLWOOD HIGH			30,731	30,731		100.0%
TOWER RENT-TECH CENTER		4,769	74,234	74,234		84.1%
TOWER RENT-WOODSTOCK ELEMENTARY			7,902	7,902		48.7%
TOTAL REVENUES	510,000	48,631	496,293	(13,707)	97.3%	80.7%
PRIOR YEAR FUND BALANCE (PYFB)	340,000					
PYFB-ENCUMBRANCES	764					
TOTAL REVENUES AND PYFB	850,764					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PURCHASED SERVICES			675	2,640	(3,315)		
MATERIALS AND SUPPLIES	850,764	24,810	130,314	278,783	441,667	48.1%	19.7%
TOTAL	850,764	24,810	130,989	281,423	438,352	48.5%	18.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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**Revenues :**

	FY 2019 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	14,031,705	914,621	3,125,912	(10,905,793)	22.28%
Federal Government	41,077,712	2,690,348	5,760,186	(35,317,526)	14.02%
Other Sources	1,139,630	22,902	189,638	(949,992)	16.64%
Transfers from School Operating Fund	5,237,603	128,750	5,237,603		100.00%
<b>Total Revenues</b>	<b>61,486,650</b>	<b>3,756,621</b>	<b>14,313,339</b>	<b>(47,173,311)</b>	<b>23.28%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	<u>FY 2019</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
ADULT BASIC EDUCATION 18/19	321,573	30,297	246,865		74,708	76.8%
ADULT BASIC EDUCATION 17/18	4,968		4,968			100.0%
ALGEBRA READINESS 17/18	407,642	42,051	268,085		139,557	65.8%
ALGEBRA READINESS 18/19	1,034,033	57,717	134,239	229,296	670,498	35.2%
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,089	776	1,099		990	52.6%
ASSESSMENT FOR LEARNING PROJECT 15/16	32,802		6,733		26,069	20.5%
CAREER & TECHNICAL EDUCATON STATE EQUIP 18/19	79,442		41,605	19,697	18,140	77.2%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18	3,800				3,800	
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 18/19	19,000				19,000	
CARL PERKINS 17/18	142,921		140,420		2,501	98.3%
CARL PERKINS 18/19	886,990	66,409	450,632	57,494	378,864	57.3%
COPS SCHOOL VIOLENCE PREVENTION 18/19	515,000				515,000	
CTE SPECIAL STATE EQUIP ALLOCATION 18/19	62,205			62,205		100.0%
DODEA-MCASP OPERATION GRIT 17/18	32,965		32,965			100.0%
DODEA-MCASP OPERATION GRIT 18/19	400,805	47,531	171,041	40,058	189,706	52.7%
DODEA SPECIAL EDUCATION 17/18	85,976		85,976			100.0%
DUAL ENROLLMENT-TCC 18/19	507,676				507,676	
EARLY READING INTERVENTION 17/18	901,695	1,144	873,597		28,098	96.9%
EARLY READING INTERVENTION 18/19	1,948,735	181,184	291,170	42	1,657,523	14.9%
GENERAL ADULT EDUCATION-GAE 18/19	30,993	2,860	30,993			100.0%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT 18/19	12,500				12,500	
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 1 18/19	8,000		8,000			100.0%
INCLUSION PROJECT MINI- GRANT 17/18	2,000		900		1,100	45.0%
INDUSTRY CERTIFICATION EXAMS 18/19	96,092	6,561	13,276	59,412	23,404	75.6%
INDUSTRY CERTIFICATION EXAMS STEM 18/19	26,234	16,222	24,982	1,252		100.0%
INNOVATION CHALLENGE GRANT 18/19	23,000	1,843	4,343		18,657	18.9%
ISAEP 18/19	66,842	6,820	24,061		42,781	36.0%
JAIL EDUCATION PROGRAM 18/19	186,688	15,923	106,290	289	80,109	57.1%
JUVENILE DETENTION 18/19	809,502	109,355	692,414	14,329	102,759	87.3%
MCKINNEY HOMELESS 16/17	13,101		13,101			100.0%
MCKINNEY HOMELESS 17/18	68,097	8,361	36,919	2,684	28,494	58.2%
MCKINNEY HOMELESS 18/19	73,000				73,000	
MYCAA-ALC COURSES 18/19	5,000				5,000	
MYCAA-LPN COURSES 18/19	10,000				10,000	
NATIONAL BOARD TEACHERS STIPENDS 18/19	377,500		377,500			100.0%
NATIONAL MATH & SCIENCE INITIATIVE 18/19	581,539	1,682	4,385		577,154	0.8%
NETWORK IMPROVEMENT COMMUNITY (NIC) 18/19	14,250	3,853	9,934		4,316	69.7%
NEW TEACHER MENTOR 18/19	42,303				42,303	
NNSY 2018 STEM CAMP	10,000		10,000			100.0%
ODU RESEARCH FOUNDATION CYBERSECURITY	3,000		900		2,100	30.0%
OPPORTUNITY INC-ALC 18/19	115,000	8,482	49,285		65,715	42.9%
OPPORTUNITY INC-STEM (ISY) 18/19	155,000	11,531	72,271	140	82,589	46.7%
OPPORTUNITY INC-STEM (OSY) 18/19	160,000	8,364	58,674		101,326	36.7%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 17/18	7,960		7,152		808	89.8%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 18/19	31,919	3,937	11,068		20,851	34.7%
POST 9/11 GI BILL 18/19	5,000				5,000	
PRESCHOOL INCENTIVE 17/18	119,575		119,561		14	99.9%
PRESCHOOL INCENTIVE IDEA 18/19	504,702	38,326	139,198		365,504	27.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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	<u>FY 2019</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
PROJECT GRADUATION 16/17	7,973		7,973			100.0%
PROJECT GRADUATION 17/18	37,500		11,196		26,304	29.9%
PROJECT GRADUATION 18/19	37,500				37,500	
PROJECT HOPE-CITY WIDE SCA 13/14	2,874		285		2,589	9.9%
RACE-TO-GED 18/19	66,168	11,387	63,678		2,490	96.2%
REGION II SUPERINTENDENTS ESCROW 17/18	8,953				8,953	
RESERVE FOR CONTINGENCY	1,909,107				1,909,107	
RISE PROGRAM-INSTRUCTIONAL SUPPORT 17/18	67,123				67,123	
SCHOOL SECURITY EQUIPMENT GRANT 18/19	114,576		10,205	89,109	15,262	86.7%
SCHOOL SECURITY OFFICE GRANT 18/19	32,572	2,679	7,427		25,145	22.8%
STARTALK 17/18	67,259	1,866	62,529		4,730	93.0%
STARTALK 18/19	88,154				88,154	
TECHNOLOGY INITIATIVE 16/17	304,830	12,816	106,091		198,739	34.8%
TECHNOLOGY INITIATIVE 17/18	2,618,400		1,194,995		1,423,405	45.6%
TECHNOLOGY INITIATIVE 18/19	2,618,400				2,618,400	
TITLE I PART A 17/18	3,597,550	36,908	2,558,291	410,558	628,701	82.5%
TITLE I PART A 16/17	66,871		66,871			100.0%
TITLE I PART A 18/19	11,914,698	1,050,669	5,075,656	82,049	6,756,993	43.3%
TITLE I PART D SUBPART 1 17/18	13,110		13,110			100.0%
TITLE I PART D SUBPART 1 18/19	68,023	5,882	17,389		50,634	25.6%
TITLE I PART D SUBPART 2 16/17	44,941		44,941			100.0%
TITLE I PART D SUBPART 2 17/18	283,727	17,797	84,931		198,796	29.9%
TITLE I PART D SUBPART 2 18/19	272,637				272,637	
TITLE II PART A 16/17	18,820		18,820			100.0%
TITLE II PART A 17/18	62,505	1,417	39,842		22,663	63.7%
TITLE II PART A 18/19	1,583,202	144,647	860,190		723,012	54.3%
TITLE III PART A LANG ACQUISITION 18/19	118,351	5,007	5,007		113,344	4.2%
TITLE III PART A LANG ACQUISITION 17/18	78,522	4,888	74,165		4,357	94.5%
TITLE IV PART A 17/18	203,099	10,909	82,913	13,221	106,965	47.3%
TITLE IV PART B 21ST CCLC GRC 16/17	24,165		24,165			100.0%
TITLE IV PART B 21ST CCLC LYNN ES 17/18	8,123	243	5,299		2,824	65.2%
TITLE IV PART B 21ST CCLC LYNN ES 18/19	95,660	15,253	35,545		60,115	37.2%
TITLE IV PELL 18/19	31,150		3,903		27,247	12.5%
TITLE IV PART A 18/19	857,953	3,437	26,551	29,704	801,698	6.6%
TITLE VI-B 17/18	2,026,839	9,263	1,520,260	2,802	503,777	75.1%
TITLE VI-B 18/19	14,762,186	1,335,026	6,706,950		8,055,236	45.4%
VA ELEARNING BACKPACK BAYSIDE 17/18	7,060		1,277		5,783	18.1%
VA ELEARNING BACKPACK GREEN RUN 17/18	196		196			100.0%
VA ELEARNING BACKPACK KEMPSVILLE 17/18	9,447	1,540	5,143		4,304	54.4%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18	405,584		405,584			100.0%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 18/19	4,826,738	476,155	2,386,503		2,440,235	49.4%
VIRGINIA MIDDLE SCHOOL TEACHER CORPS 18/19	5,000	1,345	2,691		2,309	53.8%
VPI+PRESCHOOL EXPANSION GRANT 18/19	1,068,696	66,688	398,791	29,964	639,941	40.1%
VPI+PRESCHOOL EXPANSION GRANT 17/18	85,100		85,100			100.0%
WORKPLACE READINESS 18/19	16,194	11,879	16,194			100.0%
TOTAL SCHOOL GRANTS FUND	<u>61,486,650</u>	<u>3,898,930</u>	<u>26,595,259</u>	<u>1,144,305</u>	<u>33,747,086</u>	<u>45.1%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

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ASSETS:		LIABILITIES:	
CASH	62,082,703	VOUCHERS PAYABLE	476,395
		UNEARNED REVENUE	2,671,234
		EST CLAIMS-JUDGMENTS PAYABLE	9,328,000
		TOTAL LIABILITIES	<u>12,475,629</u>
		FUND EQUITY:	
		RETAINED EARNINGS	38,747,238
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(88,459,909)
		REVENUES	<u>99,319,745</u>
		TOTAL FUND EQUITY	<u>49,607,074</u>
TOTAL ASSETS	<u>62,082,703</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>62,082,703</u>

REVENUES:	MONTH'S REALIZED	YEAR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	115,358	587,511
EMPLOYEE PREMIUMS-CITY	1,134,683	9,299,697
EMPLOYER PREMIUMS-CITY	3,863,662	32,003,726
EMPLOYEE PREMIUMS-SCHOOLS	1,286,777	12,226,577
EMPLOYER PREMIUMS-SCHOOLS	4,657,129	45,194,776
COBRA ADMINISTRATIVE FEE-CITY	363	3,551
COBRA ADMINISTRATIVE FEE-SCHOOLS	472	3,907
TOTAL REVENUES	<u>11,058,444</u>	<u>99,319,745</u>

EXPENSES:	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
SALARIES AND BENEFITS	38,039	340,552	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,464,254	36,946,292	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	5,677,079	51,173,065	
TOTAL EXPENSES	<u>10,179,372</u>	<u>88,459,909</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B 14

ASSETS:		LIABILITIES:	
CASH	9,502	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	58,986
		ESTIMATED REVENUE	(144,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(149,207)
		REVENUES	93,723
		TOTAL FUND EQUITY	9,502
TOTAL ASSETS	9,502	TOTAL LIABILITIES AND FUND EQUITY	9,502

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS		18	124	124		51.9%
VENDING OPERATIONS RECEIPTS	144,000	87	93,599	(50,401)	65.0%	59.1%
TOTAL REVENUES	144,000	105	93,723	(50,277)	65.1%	59.1%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	150,000					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
SCHOOL ALLOCATIONS	144,280		149,085		(4,805)	103.3%	100.0%
MATERIALS AND SUPPLIES	5,320		122		5,198	2.3%	101.2%
PURCHASED SERVICES	400				400		
TOTAL	150,000		149,207		793	99.5%	100.0%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B 15

ASSETS:		LIABILITIES:	
CASH	581,578	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	161,185
		ESTIMATED REVENUE	
		APPROPRIATIONS	260,244
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	160,149
		TOTAL FUND EQUITY	581,578
TOTAL ASSETS	581,578	TOTAL LIABILITIES AND FUND EQUITY	581,578

REVENUES:	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		36,713	160,149	160,149	%
TOTAL REVENUES		36,713	160,149	160,149	
PRIOR YEAR FUND BALANCE (PYFB)	260,244				
TOTAL REVENUES AND PYFB	260,244				

EXPENDITURES:	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
MATERIALS AND SUPPLIES	260,244				260,244	%
TOTAL	260,244				260,244	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B 16

ASSETS:		LIABILITIES:	
CASH	1,111,645	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	11,700
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,088,036
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	11,909
		TOTAL FUND EQUITY	1,111,645
TOTAL ASSETS	1,111,645	TOTAL LIABILITIES AND FUND EQUITY	1,111,645

REVENUES:	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		2,133	11,909	11,909	%
TOTAL REVENUES		2,133	11,909	11,909	
PRIOR YEAR FUND BALANCE (PYFB)	1,088,036				
TOTAL REVENUES AND PYFB	1,088,036				

EXPENDITURES:	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
CAPITAL OUTLAY	1,088,036				1,088,036	%
TOTAL	1,088,036				1,088,036	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B 17

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1003 RENOV/REPLACMT-ENERGY MGMT II	8,675,000	22,080	735,781	4,246,040	1,470,941	2,958,019	65.90%
1004 TENNIS COURT RENOVATIONS II	1,000,000		18,851	630,447	127,789	241,764	75.82%
1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT	45,789,062			45,789,062			100.00%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000	29,254	478,763	935,852	13,307	841	99.91%
1035 JOHN B DEY ES MODERNIZATION	25,989,241	409,022	5,697,483	19,846,523	5,756,543	386,175	98.51%
1043 THOROUGHGOOD ES REPLACEMENT	28,970,000	1,037,484	3,984,211	6,176,824	16,893,504	5,899,672	79.64%
1056 PRINCESS ANNE MS REPLACEMENT	49,975,759	1,541,430	8,003,194	13,367,159	32,070,234	4,538,366	90.92%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,574		4,513	21,821,574			100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000		9,512	284,602		15,398	94.87%
1099 RENOV & REPLACE-GROUNDS PHASE II	11,675,000	5,849	908,091	11,627,925	27,168	19,907	99.83%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000	20,458	1,420,067	1,920,623	168,327	11,050	99.47%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	61,890	1,546,870	45,257,903	109,821		100.00%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	19,376	675,995	30,366,525	634,386	4,024,728	88.51%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,272	17,628	781,447	14,986,175	47,074	23	99.99%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	15,000,000		1,114,458	11,103,131	75,000	3,821,869	74.52%
1178 RENOV & REPLACE-GROUND PH III	1,325,000	16,478	1,121,819	1,121,819	512	202,669	84.70%
1179 RENOV & REPLACE-HVAC PH III	5,650,000	40,381	897,608	897,608	443,534	4,308,858	23.74%
1180 RENOV & REPLACE-REROOFING PH III	4,200,000					4,200,000	
1182 RENOV & REPLACE - VARIOUS PH III	1,850,000	98	1,796,051	1,796,051	39,057	14,892	99.20%
1184 PLAZA ANNEX/LASKIN ROAD ADDITION	13,300,000	162,949	300,633	300,633	340,459	12,658,908	4.82%
1185 ELEMENTARY PLAYGROUND EQUIPMENT REP	250,000					250,000	
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001		459,520	11,681,966	33,617	471,418	96.13%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	26,428	431,644	63,453,096	53,430	108,474	99.83%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		128,706	253,123	253,123		(253,123)	
TOTAL CAPITAL PROJECTS	419,245,272	3,539,511	30,639,634	316,732,234	58,304,703	44,208,335	89.46%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2018 THROUGH FEBRUARY 28, 2019

B18

ASSETS:		LIABILITIES:	
CASH	1,967,281	VOUCHERS PAYABLE	952
PREPAID ITEM	1,400	SALARIES PAYABLE-OPTIONS	145,195
		FICA PAYABLE-OPTIONS	11,107
		TOTAL LIABILITIES	<u>157,254</u>
		FUND EQUITY:	
		FUND BALANCE	4,680
		ESTIMATED REVENUE	(3,803,031)
		APPROPRIATIONS	3,822,133
		ENCUMBRANCES	1,658
		RESERVE FOR ENCUMBRANCES	(1,658)
		EXPENDITURES	(2,015,386)
		REVENUES	<u>3,803,031</u>
		TOTAL FUND EQUITY	<u>1,811,427</u>
TOTAL ASSETS	<u>1,968,681</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,968,681</u>

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY18 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	3,803,031		3,803,031		100.0%	113.5%
TOTAL REVENUES	3,803,031		3,803,031		100.0%	113.5%
PYFB-ENCUMBRANCES	19,102					
TOTAL REVENUES AND PYFB	<u>3,822,133</u>					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,324,601	207,595	1,299,928		1,024,673	55.9%	61.2%
FRINGE BENEFITS	773,891	74,655	455,601		318,290	58.9%	60.4%
PURCHASED SERVICES	389,172	627	120,376	77	268,719	31.0%	44.4%
OTHER CHARGES	75,200	1,302	39,537		35,663	52.6%	67.3%
MATERIALS AND SUPPLIES	259,269	7,382	99,944	1,581	157,744	39.2%	74.0%
TOTAL	<u>3,822,133</u>	<u>291,561</u>	<u>2,015,386</u>	<u>1,658</u>	<u>1,805,089</u>	52.8%	60.5%