



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda

Tuesday, April 10, 2018

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. Technology Update
 - C. Schoology
2. **Closed Meeting** (as needed)
3. **School Board Recess..... 5:30 p.m.**

FORMAL MEETING

4. **Call to Order and Roll Call (School Board Chambers) 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**
 - A. Virginia ProStart Invitational
 - B. HOSA Future Health Professionals
 - C. Virginia State Reading Association Reading Teacher of the Year
7. **Superintendent's Report**
8. **Hearing of Citizens and Delegations on Agenda Items**

The Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
9. **Approval of Minutes:** March 27, 2018 Regular Meeting
10. **Adoption of the Agenda**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, April 10, 2018

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11. Consent Agenda

- A. Resolutions
 - 1. National Month of the Military Child
 - 2. National Volunteer Month
- B. 2018-2019 Local Plan for Special Education
- C. Recommendation of General Contractor:
 - 1. Landstown and Ocean Lakes High Schools Floor Finish Replacement
 - 2. First Colonial High School Make-Up Air Unit and Technical and Career Ed Center Cafeteria Roof Top Unit Replacement

12. Action

Personnel Report / Administrative Appointments **UPDATED 4/11/2018**

13. Information

- A. Technical and Career Education Carl Perkins SY19 Grant
- B. Policy Review Committee Recommendations
 - 1. Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments
 - 2. Policy 4-18 Dismissal or Placement on Probation
 - 3. Policy 5-29 Awards and Achievement
 - 4. Policy 6-72 Student Evaluation and Grading/Class Rank
 - 5. Policy 6-81 Adult Education
 - 6. Policy 7-15 Distribution/Announcements of Outside Communication

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. Recess into Workshop (if needed)

18. Closed Meeting (if needed)

19. Vote on Remaining Action Items

20. Adjournment

***The next regular meeting of the School Board of the City of Virginia Beach is scheduled for
Tuesday, April 24, 2018***



Subject: Technology Update **Item Number:** 1B

Section: Workshop **Date:** April 10, 2018

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

Presenter(s): Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

Recommendation:

That the School Board receive information related to the technology update.

Background Summary:

The presentation will provide the School Board with response to questions that have been raised by the Board regarding aspects and logistics of technology implementation in our schools as well as provide an update on digital learning within the division.

Source:

N/A

Budget Impact:

N/A



Subject: Schoology **Item Number:** 1C

Section: Workshop **Date:** April 10, 2018

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning
Donald E. Robertson, Jr. Ph.D., Chief Strategy and Innovation Officer
Ramesh K. Kapoor, Chief Information Officer
Eileen M. Cox, Chief Media Officer

Prepared by: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning
Donald E. Robertson, Jr. Ph.D., Chief Strategy and Innovation Officer

Presenter(s): Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning
Donald E. Robertson, Jr. Ph.D., Chief Strategy and Innovation Officer

Recommendation:

That the School Board receive information related to the Schoology workshop

Background Summary:

The presentation will provide the School Board with an update on the division's implementation of the Schoology Learning Management System.

Source:

N/A

Budget Impact:

N/A



Subject: Virginia ProStart Invitational

Item Number: 6A

Section: Student, Employee and Public Awards and Recognition

Date: April 10, 2018

Senior Staff: Ms. Eileen M. Cox, 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 School Board recognize students from the Technical and Career Education Center who earned first place honors in the Virginia ProStart Invitational.

Background Summary:

ProStart is a program developed by the National Restaurant Association to foster the passion of students who are interested in the culinary industry. The organization sponsors a statewide competition to showcase students' talents and creativity by asking them to apply what they learned in authentic environments. The four-member student team won first place in the Culinary Arts event which challenges teams' creative abilities to develop a three-course meal.

Source:

Office Technical and Career Education

Budget Impact:

None



Subject: HOSA Future Health Professionals **Item Number:** 6B

Section: Student, Employee and Public Awards and Recognition **Date:** April 10, 2018

Senior Staff: Ms. Eileen M. Cox, 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 School Board recognize 25 students who earned first place wins at the Future Health Professionals, formerly known as Health Occupations Students of America (HOSA), statewide leadership conference.

Background Summary:

With roots dating back to 1957, Future Health Professionals today is the largest national career and technical organization for students interested in health and medical science careers. Competitive events are held at statewide leadership conferences to recognize the competencies developed by students in health sciences. At Virginia's statewide leadership conference, VBCPS students earned first place wins in multiple categories.

Source:

Office of Technical and Career Education

Bayside High School

Budget Impact:

None



Subject: Virginia State Reading Association Reading Teacher of the Year **Item Number:** 6C

Section: Student, Employee and Public Awards and Recognition **Date:** April 10, 2018

Senior Staff: Ms. Eileen M. Cox, 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 School Board recognize Creeds third-grade teacher Diane Marx who was named the Virginia State Reading Association Reading Teacher of the Year.

Background Summary:

This award recognizes a teacher whose commitment to literacy is exemplary and unparalleled. Marx was selected from among the honorees named by the 15 reading councils in Virginia. She was recognized at the organization's statewide event held March 9 in Richmond, Virginia.

Source:

VBCPS Kaleidoscope

Budget Impact:

None



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

Section: Approval of Minutes **Date:** April 10, 2018

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 27, 2018 regular meeting as presented.
Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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

Section: Consent **Date:** April 10, 2018

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

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

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

Recommendation:

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

Background Summary:

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

In Virginia Beach, we have approximately 17,510 military-connected students enrolled in our public schools. This School Board resolution encourages all school staff to initiate, support and participate in special activities and events to recognize the exceptional role and unique sacrifices of our military-connected youth.

Source:

Militarychild.org
Doe.virginia.gov

Budget Impact:

N/A

RESOLUTION
National Month of the Military Child
April 2018

WHEREAS, approximately 17,510 students enrolled in Virginia Beach City Public Schools are military-connected with the majority having at least one parent serving on active duty or in the reserves of the Armed Forces; and

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

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

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

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

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach this 10th day of April, 2018

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Ed.D., Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



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

Section: Consent **Date:** April 10, 2018

Senior Staff: Eileen M. Cox, Chief Media & Communications Officer, Dept. of Media & Communications

Prepared by: Eileen M. Cox, Chief Media & Communications Officer, Dept. of Media & Communications

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

Recommendation:

That the School Board adopt a resolution in observance of National Volunteer Month, April, 2018.

Background Summary:

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

Source:

pointsoflight.org

Budget Impact:

None

National Volunteer Month - April 2018

RESOLUTION

- WHEREAS,** volunteering and community service are integral parts of our national life; and
- WHEREAS,** volunteerism mobilizes resources from our entire community; and
- WHEREAS,** volunteers are vital members of the education team who willingly give of their time and talents to support student development and achievement; and
- WHEREAS,** more than 23,000 volunteers recorded 334,000 volunteer hours of service to our schools last year, with an estimated value of \$8 million; and
- WHEREAS,** purposeful partnerships with parents and the community are identified as a priority in the division's strategic framework, Compass to 2020; and
- WHEREAS,** April is recognized as National Volunteer Month:
Now, therefore, be it
- RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of April as Volunteers in Education Appreciation Month; and be it further
- RESOLVED:** That the School Board of the City of Virginia Beach encourages all school staff to participate in appreciation activities designed to recognize school system volunteers; and be it further
- RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board.

Presented April 10, 2018

S E A L

Mrs. Beverly M. Anderson, Chairwoman

Dr. Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: 2018-2019 Local Plan for Special Education Item Number: 11B

Section: Consent Date: April 10, 2018

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children

Presenter(s): Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children

Recommendation:

That the School Board approve the 2018-2019 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 2017.

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
2018-2019**

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	Veleka S. Gatling, Ph.D.
Mailing Address (Street, City or Town, Zip Code)	DUNS 827234121	
2512 George Mason Drive, Virginia Beach, Virginia 23456		
Phone (ext): (757) 263-2400		Fax: (757) 263-2067
Numbers Only Ext.		Numbers Only
Region: 2	E-mail: veleka.gatling@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 2018-2020 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 10, 2018 Date

Division Superintendent (Signature)

Aaron C. Spence, Ed.D.

Typed Name

April 10, 2018 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 Title II, the *General Education Provisions Act* (GEPA), enacted as a part of the *No Child Left Behind Act of 2001* amendments to the *Elementary and Secondary Education Act of 1965*, to address equity concerns that may affect full participation of potential program beneficiaries (teachers, students or parents) in designing their federally-assisted projects. Section 427 requires identification of barriers to full participation, if any, and a description of steps taken, or that will be taken to overcome them. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Choose One:

☒

Division has no barriers

☐

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

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

2018-2019 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?

Yes

**Submit your revised Interagency Agreement with the 2018-2019 annual plan,
via the SSWS drop box, to Ellen Harrison.**

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2016-2017 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2016-2017 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 with Disabilities Education Improvement Act of 2004. Set-aside monies were used as required to provide Individual 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 2016-2017 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, 2016 - 2017) 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 be reviewed and confirmed by the division's fiscal's office.

Local		Local plus State	
School Year 2018-2019 (estimated/projected)		School Year 2018-2019 (estimated/projected)	
Dollar \$	81,822,054.00	Dollar \$	113,924,452.00
School Year 2018-2019 (estimated/projected)		School Year 2018-2019 (estimated/projected)	
Per Capita	10,376.00	Per Capita	14,446.00

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., SY2017-2018) and that the LEA reasonably expect to take these exceptions and adjustments in the year it is budgeting (i.e., SY2017-2018). 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

NOTE: The Dec. 1, 2017 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.

2018-2019 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 February 21, 2018; SLI services as noted in the Individual Service Plans (ISPs) for eligible students will continue in 2018-19. 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		65,946.51		
Employee Benefits	2000		24,482.47		
Purchased Services	3000				
Internal Services	4000				
Other Services	5000		2,000.00		
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	92,428.98	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, 2018 – SEPTEMBER 30, 2020
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:

Joint Application Project

Director:

Mailing Address of Project

Director:

Phone:

E-mail:

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
Total Amount to be issued to Fiscal Agent:		\$0.00

PROPOSED USE OF PART B, SECTION 611 FUNDS
GRANT PERIOD: JULY 1, 2018 – SEPTEMBER 30, 2020

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 2018-19 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 and benefits for the 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, 2018-September 30, 2020)

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	9,628,071.54	0.00	65,946.51	9,694,018.05
Employee Benefits	2000	4,402,927.50	0.00	24,482.47	4,427,409.97
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	336,743.98	0.00	2,000.00	338,743.98
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		14,367,743.02	0.00	92,428.98	14,460,172.00

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, 2018 – SEPTEMBER 30, 2020**

ECSE Contact Person:	Wendee Long
Title:	Early Child Special Education Teacher
Mailing Address:	1413 Laskin Road, Virginia Beach, VA 23451
Phone:	7572632800
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
Total Amount to be issued to Fiscal Agent:		\$0.00

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)**GRANT PERIOD: JULY 1, 2018 – SEPTEMBER 30, 2020**

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 2018-19 period of the annual plan will be used to continue the employment of four (4) Early Childhood Special Education (ESCE) teachers in the divisions 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, 2018-September 30, 2020)

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	344,645.00	0.00	0.00	344,645.00
Employee Benefits	2000	121,383.00	0.00	0.00	121,383.00
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	11,545.00	0.00	0.00	11,545.00
Materials / Supplies	6000	15,000.00	0.00	0.00	15,000.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		492,573.00	0.00	0.00	492,573.00

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 an opportunity arise, prior approval will be sought through VDOE. If approval is granted, federal travel guidelines will be followed.



Landstown and Ocean Lakes High Schools

Subject: Floor Finish Replacement – Recommendation of General Contractor **Item Number:** 11C1

Section: Consent **Date:** April 10, 2018

Senior Staff: Mr. Dale R. Holt, Chief Operations Officer, School Division Services

Prepared by: Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Presenter(s): Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a contract with Tidewater Boards & Signs for Landstown and Ocean Lakes High Schools Floor Finish Replacement in the amount of \$448,000.

Background Summary:

Project Architect:	HBA Architecture & Interior Design, Inc.
Contractor:	Tidewater Boards & Signs, Inc.
Contract Amount:	\$448,000
Construction Budget:	\$400,000
Number of Responsive Bidders:	2
Average Bid Amount:	\$536,774
High Bid:	\$625,548

*There are sufficient appropriations in CIP 1-105 to cover the increase in project cost.

Source:

Budget Impact:

CIP 1-105



First Colonial High School Make-Up Air Unit and Technical and Career Education Center

Subject: Cafeteria Roof Top Unit Replacement Recommendation of General Contractor Item Number: 11C2

Section: Consent Date: April 10, 2018

Senior Staff: Mr. Dale R. Holt, Chief Operations Officer, School Division Services

Prepared by: Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Presenter(s): Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a contract with Comfort Systems of Virginia, Inc. for First Colonial High School Make-Up Air Unit and Technical and Career Education Center Cafeteria Roof Top Unit Replacement in the amount of \$388,600.

Background Summary:

Project Architect:	HBA Architecture & Interior Design, Inc.
Contractor:	Comfort Systems of Virginia, Inc.
Contract Amount:	\$388,600
Construction Budget:	\$375,000
Number of Responsive Bidders:	1
Average Bid Amount:	\$388,600
High Bid:	\$388,600

*There are sufficient appropriations in CIP -103 to cover the increase in project cost.

Source:

Budget Impact:

CIP 1-103

OB 7200



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

Section: Action **Date:** April 10, 2018

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

Prepared by: John A. Mirra

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the April 10, 2018, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

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

2017-2018

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

3/22/2018

Tiffany Groom

Physical Education Assistant, .5

APPOINTMENTS - MIDDLE SCHOOL**LYNNHAVEN**

3/22/2018

Marilyn A. Clark

Bookkeeper

APPOINTMENTS - HIGH SCHOOL**OCEAN LAKES**

3/22/2018

James L. Collins

Security Assistant, .6

PRINCESS ANNE

3/22/2018

Jamie Caruthers

Distance Learning Assistant

TALLWOOD

3/22/2018

Cynthia M. Lucero

Custodian I, 10 month, night

APPOINTMENTS - MISCELLANEOUS**OFFICE OF STUDENT SUPPORT SERVICES**

4/23/2018

Sharon A. Simmons

Administrative Office Associate I

RESIGNATIONS - ELEMENTARY SCHOOL**BAYSIDE**

6/21/2018

Deborah A. Spence

Custodian I, 10 month, night (personal reasons)

COLLEGE PARK

6/18/2018

Colleen C. Steinhauer

Title I Assistant (transfer of spouse)

6/18/2018

Carla K. Maringo

Pre-Kindergarten Assistant (relocation)

INDIAN LAKES

3/14/2018

Shannon N. Reddick

Custodian I, 10 month, night (personal reasons)

LUXFORD

7/27/2018

Cristina E. Kalinauskas

School Office Associate II, 12 month (continuing education)

PEMBROKE MEADOWS

3/30/2018

David M. Montgomery

Physical Education Assistant (career enhancement opportunity)

RESIGNATIONS - MIDDLE SCHOOL**KEMPSVILLE**

6/18/2018

Jacqueline A. Macnab

Special Education Assistant (relocation)

VIRGINIA BEACH

3/30/2018

Travis Barnes

Security Assistant (career enhancement opportunity)

SCHOOL/DEPARTMENT**POSITION****RESIGNATIONS - HIGH SCHOOL**
NONE**RESIGNATIONS - MISCELLANEOUS****OFFICE OF TRANSPORTATION SERVICES**

3/23/2018	Kori A. Nazario	Bus Driver, 6 hours (career enhancement opportunity)
4/20/2018	Kathleen M. Meekins	Bus Driver, 5.5 hours (family)

RETIREMENTS - ELEMENTARY SCHOOL**ALANTON**

3/30/2018	Shirley Toone	General Assistant
6/15/2018	Susan Griffin	School Nurse

CREEDS

6/18/2018	Teresa G. Gregory	Kindergarten Assistant
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LUXFORD

6/30/2018	Avery Gregory	Custodian III, Head Day
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RETIREMENTS - MIDDLE SCHOOL**KEMPSVILLE**

3/31/2018	Sang V. Pham	Custodian I, 12 month, night
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RETIREMENTS - HIGH SCHOOL
NONE**RETIREMENTS - MISCELLANEOUS****DEPARTMENT OF TECHNOLOGY**

4/30/2018	Colleen W. Morris	Customer Support Technician II
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OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

6/30/2018	Barbara D. Kennedy	Coordinator of Gifted Education
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OFFICE OF STUDENT SUPPORT SERVICES

6/29/2018	Cheryll G. Martin	Psychologist, 12 month
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OFFICE OF TRANSPORTATION SERVICES

4/30/2018	Julie L. Williams	Bus Driver, 8 hours
6/30/2018	Diane Stubbs	Bus Assistant

OTHER EMPLOYMENT ACTIONS**SALEM**

4/20/2018	Derrick B. Edney	Custodian I, 12 month, night (employee changed his resignation to retirement)
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**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT APRIL 2018
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE
2017-2018**

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>			
NONE			
<u>APPOINTMENTS - MIDDLE SCHOOL</u>			
<u>LANDSTOWN</u> 3/22/2018	Montana R. Mawhiney	Health and Physical Education	Old Dominion University
<u>APPOINTMENTS - HIGH SCHOOL</u>			
<u>COX</u> 3/19/2018	Sarah M. Pierce	Science	Virginia Tech
3/22/2018	Bruce M. Ruddock	Business Education, .6	Old Dominion University
<u>APPOINTMENTS - MISCELLANEOUS</u>			
NONE			
<u>RESIGNATIONS - ELEMENTARY SCHOOL</u>			
<u>BIRDNECK</u> 6/18/2018	Kayla D. Bennett	Grade 5 (relocation)	
<u>CHRISTOPHER FARMS</u> 6/18/2018	Diana C. Penuela	Grade 1 (personal reasons)	
<u>WINDSOR OAKS</u> 6/18/2018	LaTonya P. Lawrence	Reading Specialist (relocation)	
<u>RESIGNATIONS - MIDDLE SCHOOL</u>			
<u>BAYSIDE</u> 3/23/2018	Selena D. Harris	Grade 7 (expired long term illness-not returning)	
<u>LYNNHAVEN</u> 6/18/2018	Kathryn V. Numbers	Special Education (continuing education)	
<u>RESIGNATIONS - HIGH SCHOOL</u>			
<u>BAYSIDE</u> 3/30/2018	Michele Hunter-Hill	English Second Language (personal reasons)	
<u>KELLAM</u> 6/18/2018	Eriks A. Apelis	Science (relocation)	
<u>LANDSTOWN</u> 3/29/2018	Frank L. Downs	English (personal reasons)	
<u>RENAISSANCE ACADEMY</u> 6/18/2018	David A. Engel	Science (personal reasons)	
<u>RESIGNATIONS - MISCELLANEOUS</u>			
<u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u>			
6/18/2018	Marie K. D'Angelo	Program Compliance Support Teacher (relocation)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>RETIREMENTS - ELEMENTARY SCHOOL</u>			
<u>RED MILL</u>			
6/18/2018	Stacy R. Brown	Grade 4	
<u>ROSEMONT</u>			
6/18/2018	Alison K. Williams	Special Education	
<u>TALLWOOD</u>			
6/18/2018	Elizabeth A. Duffy	Special Education	
<u>THALIA</u>			
6/18/2018	Sandra L. Doyle	Grade 2	
6/18/2018	Lynne O. MacCall	Kindergarten	
<u>THREE OAKS</u>			
6/18/2018	Rhonda M. Rechkemme	Library Media Specialist	
<u>RETIREMENTS - MIDDLE SCHOOL</u>			
<u>PRINCESS ANNE</u>			
6/18/2018	Ellen E. Vinikoff	Keyboarding	
<u>RETIREMENTS - HIGH SCHOOL</u>			
<u>BAYSIDE</u>			
6/18/2018	Diana L. Scofield	Science	
<u>COX</u>			
6/18/2018	Larry M. Becker	German	
<u>LANDSTOWN</u>			
6/18/2018	Elaine N. Hutcheson	Special Education	
6/18/2018	Stefonia K. Alfonsi	Special Education	
<u>PRINCESS ANNE</u>			
6/18/2018	Patricia H. McGloine	Social Studies	
<u>RENAISSANCE ACADEMY</u>			
6/18/2018	Evelyn N. Steckroth	Library Media Specialist	
<u>TALLWOOD</u>			
6/18/2018	Janet L. Peterson	English	
<u>TECHNICAL AND CAREER EDUCATION CENTER</u>			
6/18/2018	Diane E. Uliana	Vocational Evaluator	
<u>RETIREMENTS - MISCELLANEOUS</u>			
<u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u>			
6/18/2018	Gail P. Cuthbertson	Orthopedic Impairment	
<u>OTHER EMPLOYMENT ACTIONS</u>			
NONE			

VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT APRIL 2018
ADMINISTRATIVE APPOINTMENTS
2017-2018

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



Subject: Technology and Career Education Carl Perkins SY19 Grant **Item Number:** 13A

Section: Information **Date:** April 10, 2018

Senior Staff: Amy E. Cashwell, Ed.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 and Technical Education 2018-2019.

Background Summary:

“Each eligible participant shall submit to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in Federal legislation (Carl D. Perkins Career and Technical Education Act of 2006). In addition to the local career and technical education plan, an annual budget funding application will be submitted to the Department for review and approval.” (8VAC20-120-40 Local Career and Technical Education Plan)

The proposed Local Plan and Budget for Career and Technical Education 2017-2018 contains no substantive changes. Only those changes (e.g., implementation strategies and proposed budgets) required to apply for new funding have been made.

Source:

The Carl D. Perkins Career and Technical Education Act of 2006
Regulations Governing Career and Technical Education in Virginia - 8VAC20-120-40

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.

Revised 11-20-17

Welcome to the 2018-2019 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, and the Career and Technical Education Management System (CTEMS) Schedules 1 - 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 Annual Plan Document, please select this button:

Print Annual Plan

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 e-mail 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 e-mail them directly at Omega.Support@doe.virginia.gov

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

or CTE@doe.virginia.gov

Do NOT contact OMEGA Support.

Introduction

The Carl D. Perkins Career and Technical Education Act of 2006 (referenced from this point on as the "Perkins Act" or "Perkins IV") requires that each eligible recipient develop and implement a Local Plan for Career and Technical Education that includes specific information in the following three areas:

1. program and services,
2. required uses of funds, and
3. permissible 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 application to the VDOE in "substantially approvable form" via OMEGA not later than April 30, 2018. In order to obligate Perkins funds on July 1, 2018, 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 2018-2019 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 receiving funds under this part shall use such funds to improve career and technical education programs.

Program Improvement

As in prior Perkins Acts, Perkins IV 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 beyond three years 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.

The three years began with 2006 - 2007, the initial year of the Perkins IV Act or the year of the project, service or activity's inception, whichever is the later date.

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 allocation** to complete the local budget part of this application. Once the VDOE receives the new allocations for the next school year 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 see the list in Appendix A of these directions 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. Both Required and Permissive Uses of Funds are designated by the Perkins Act (refer to Appendix B). 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 16 and 17 and to report equipment items purchased in whole or in part with federal funds.
- 8 Prior-Year Data: Use prior-year data for projecting 2018-2019 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 included in the local school divisions Perkins plan application template. Also, the reserve funds guidance has been posted on the CTE Program Administration and Management Web site.

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

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)

For assistance in obtaining access to OMEGA, (User Permission Form for School Divisions - OP1), the 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 8 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 2018-2019 Plan of Study to 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), disabled (K-12), limited English proficient/English language learners (K-12), migrant students (K-12), single parents (7-12), nontraditional--underrepresented gender group (7-12), and displaced homemakers (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 child-care, special transportation, and special seminars for fathers, teens, e.g., are only available to single-parents, nontraditional, and displaced homemaker students.

Schedule 5

Strengthen/Improve Academic and Technical Skills. Indicate in the program area checklist activities for school year 2018-2019 that are intended to strengthen and improve the academic and technical skills of participating students. Complete the narrative.

Schedule 6

All Aspects of Industry. Indicate in the program area checklist activities for school year 2018-2019 that are intended to provide students with experience in and understanding of all aspects of industry. Complete the narrative.

Schedule 7

Technology in Career and Technical Education. Indicate in the program area checklist activities for school year 2018-2019 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 2018-2019 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any of your CTE programs. 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 2018-2019 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.

Schedule 12

Secondary/Postsecondary Linkages. Identify and provide details (where applicable) for school year 2018-2019 activities implemented to facilitate linkage between and transition from secondary to postsecondary programs. Career and Academic Counseling. Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled. Placement Services and Job-Seeking Skills. Describe placement services provided for all students exiting school. Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

Schedule 13

Equity Provisions of General Education Provision Act. Describe steps that will be taken to ensure equitable access to, and equitable 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 equitable 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 divisions participating in 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. To be completed by CTE Regional Technical Centers only.)

List each school division that participates in the regional 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

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 improve career and technical education programs.

- 1 In Column 1, indicate required or permissive funds and the funding requirement code under required or permissive for which expenditures are planned using federal funds. *Use the arrow above the pop-up message to access the drop-down menu to choose codes. A link in the Column heading will take you to Appendix B of the Instructions for code explanations.* A locality must fund professional development, activities to prepare special populations, and one or more additional required uses of funds before permissive items can be funded. Warning: The total amount for permissive items may **not exceed 40 percent** of the total federal grant (a note will appear if you exceed the 40 percent).
- 2 In Column 2, 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.
- 3 In Column 3, 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.
- 4 In Column 4, using the drop-down arrow, identify the object code used for budgeting expenditures.
- 5 In Column 5, using the drop-down arrow, identify the source of funding: FED - Federal, ST - State, or LOC - 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:			
George Willcox, Associate Director, Career, Technical, and Adult Education CTE@doe.virginia.gov or George.Willcox@doe.virginia.gov 804-786-4206		Bill Hatch, CTE Coordinator for Planning, Administration and Accountability CTE@doe.virginia.gov or William.Hatch@doe.virginia.gov 804-786-4206	
Division Number	Division Name	Division Number	Division Name
002	Albemarle County	001	Accomack County
004	Amelia County	003	Alleghany County
007	Arlington County	005	Amherst County
008	Augusta County	006	Appomattox County
013	Brunswick County	009	Bath County
015	Buckingham County	010	Bedford County
019	Charles City County	011	Bland County
020	Charlotte County	012	Botetourt County
022	Clarke County	014	Buchanan County
025	Cumberland County	016	Campbell County
027	Dinwiddie County	017	Caroline County
029	Fairfax County	018	Carroll County
030	Fauquier County	021	Chesterfield County
032	Fluvanna County	023	Craig County
033	Franklin County	024	Culpeper County
034	Frederick County	026	Dickenson County
039	Greene County	028	Essex County
040	Greensville County	031	Floyd County
041	Halifax County	035	Giles County
052	Lee County	036	Gloucester County
053	Loudoun County	037	Goochland County
055	Lunenburg County	038	Grayson County
058	Mecklenburg County	042	Hanover County
060	Montgomery County	043	Henrico County
062	Nelson County	044	Henry County
067	Nottoway County	045	Highland County
069	Page County	046	Isle of Wight County
070	Patrick County	048	King George County
071	Pittsylvania County	049	King & Queen County
073	Prince Edward County	050	King William County
074	Prince George County	051	Lancaster County
077	Pulaski County	054	Louisa County
078	Rappahannock County	056	Madison County
080	Roanoke County	057	Mathews County
081	Rockbridge County	059	Middlesex County
082	Rockingham County	063	New Kent County
083	Russell County	065	Northampton County
084	Scott County	066	Northumberland County
085	Shenandoah County	068	Orange County
086	Smyth County	072	Powhatan County

CONTACT INFORMATION:

**George Willcox, Associate
Director, Career, Technical, and
Adult Education**
CTE@doe.virginia.gov or
George.Willcox@doe.virginia.gov
804-786-4206

**Bill Hatch, CTE Coordinator for
Planning, Administration and
Accountability**
CTE@doe.virginia.gov or
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
REQUIRED AND PERMISSIVE USE OF FUNDS

Section 135. Local Uses of Funds

- (a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.
- (b) **Requirements for Uses of Funds.** **(Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.)** Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:
1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in the Section 122(c)(1)(A), to ensure learning in:
 - A. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) , and
 - B. career and technical education subjects;
 2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;
 3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 4. develop, improve, or expand the use of technology in career and technical education, which may include:
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - A. in-service and pre-service training on
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and

- B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
 9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

(c) **Permissive.** Funds made available to an eligible recipient under this title may be used for the following:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that –
 - A. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - B. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3. for local education and business (including small business) partnerships, including for –
 - A. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - B. adjunct faculty arrangements for qualified industry professionals; and
 - C. industry experience for teachers and faculty;
4. to provide programs for special populations;
5. to assist career and technical student organizations;
6. for mentoring and support services;
7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

8. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
 - A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - B. postsecondary dual and concurrent enrollment programs;
 - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - D. other initiatives –
 - i. to encourage the pursuit of a baccalaureate degree; and
 - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. to provide activities to support entrepreneurship education and training;
12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. to develop and support small, personalized career-themed learning communities;
14. to provide support for family and consumer sciences programs;
15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
18. to provide support for training programs in automotive technologies;

19. to pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include –

A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

B. establishing, enhancing, or supporting systems for –

i. accountability data collection under this Act; or

ii. reporting data under this Act;

C. implementing career and technical programs of study described in Section 122(c)(1)(A); or

D. implementing technical assessments; and

20. to support other career and technical education activities that are consistent with the purpose of this Act.

(d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted 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.

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: Carl D. Perkins Career and Technical Education Improvement Act of 2006, 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 administrative 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 does 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
- 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
2018-2019**

**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**

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	SARA LOCKETT	
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)		
1800 College Crescent, Virginia Beach, VA 23453				
Phone (ext):	(757) 648-6180	Fax:	(757) 468-4233	
	Numbers Only Ext.		Numbers Only Ext.	
E-mail:		sara.lockett@vbschools.com		

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 ceterfy this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:

Requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Please note this includes:

- Perkins IV 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 8 (CTEMS Schedule Tab).

CTE Local Advisory Chairperson (Signature)	4/10/2018 Date
Local Community College Perkins Administrator (Signature)*	4/10/2018 Date
Local CTE Administrator (Signature)	4/10/2018 Date
School Board Chairperson (Signature)	4/10/2018 Date
Division Superintendent (Signature)	4/10/2018 Date

Carl D. Perkins Career and Technical Education Act of 2006**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(b)(6) and (Sec. 135(b)(8))

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: Beginning with students entering ninth grade for the first time in 2013-2014, a student shall earn a board-approved career and technical education credential to graduate with a Standard Diploma (8VAC 20-131-50).
- 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

**Carl D. Perkins Career and Technical Education Act of 2006
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.6.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Sec. 118(d)(1-2))
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 IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(c)(13))
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)(3)(D))
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. 311(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))
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec. 315)
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. 322)
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. 317(a))
12. None of the funds expended under Perkins IV 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(c)(12))
13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Sec. 118(c)(5)).
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)

Carl D. Perkins Career and Technical Education Act of 2006
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 122(c)(13))
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(b)(5)) (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 Carl D. Perkins Career and Technical Education Act of 2006. (Sec. 122(c)(8))
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) (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. 122(c)(8)) (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, 2018.
(Refer to Superintendent's Memorandum #219-17, dated July 28, 2017)

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 (five-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 IV Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education 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.

PERFORMANCE ASSESSMENT for 2016-2017
(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 2016-2017 for all completers and special populatons.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2016 - 2017	2016 - 2017 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	80.00%	99.10%	98.52%
1S2	Academic Attainment - Mathematics (Highest Level)	80.00%	98.74%	98.13%
2S1A	Technical Skills Attainment - Student Competency Rate	91.00%	95.98%	94.31%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	80.00%	99.33%	98.92%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	80.00%	98.02%	96.81%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	72.00%	97.36%	95.77%
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	75.00%	97.50%	95.92%
3S1	Secondary School Completion	96.00%	100.00%	
4S1	Graduation Rate	93.00%	97.14%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.00%	96.84%	95.88%
5S1	Program Completer Response Rate	75.00%	61.14%	
6S1	Nontraditional Career Preparation Enrollment	31.00%	35.73%	
6S2	Nontraditional Career Preparation Completion	27.00%	30.46%	

** 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 not met for first time .		
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 not met for two consecutive years .		
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.		

3. How many performance standard(s)/element(s) were not met for three consecutive years .		
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 will allow more data to be gathered from exiting seniors for increased the reach for the follow-up survey. 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.		

2017-2018 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 2017-2018 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 114-17, dated July 31, 2017.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2017 - 2018	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	85.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	85.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	92.00%	Final Completer Demographics Report (CDR) and Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	82.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	83.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	75.00%	
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	78.00%	
	Information Indicator - Completers who earned an Advanced Studies Diploma and passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	96.50%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	93.50%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.50%	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	31.50%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	28.00%	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
2018-2019

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

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

CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2018-2019 Plan

Section 134(a): 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(b)(5): Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, ~~representatives of tech prep consortia (if applicable),~~ representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, 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 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
Teachers	X	X	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 2017-2018 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
2018-2019 Plan

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs. The advisory committee, which meets regularly, is a group of persons representing business and industry, labor organization, Workforce Investment Council, 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. Additional members may be listed on the Comments Page of this application following Schedule 18.

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council	B&I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Brooks, Jane	Virginia PTA	P
Pope, Jalen	Landstown High School - Dental	S
Spruill, James	Trade & Industry Teacher	T
Mallinson, Amy	Virginia Beach School Federal Credit Union	B&I
Ekker, David - Engineering Dean	Tidewater Community College	CC
Gatling, Veleka - Executive Director Office of	Virginia Beach City Public Schools	SP
Stewart, Jerry - Workforce Development Coordinator	City of Virginia Beach	L
Gall, Huner- Biomodeling Engineer	CIRS	B&I
Wagner, Lorraine - Manufacturing Director	STIHL	B&I
Avery, Shawn Avery - President and CEO	Opportunity Inc. of Hampton Rodes	W
Wrenn, Lori - Community Member	Virginia Beach Resident	O

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 2018-2019 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 2018-19 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 2018-2019 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)(3)(A). However, to ensure your division's previous Plans of Study (submitted over the past 9 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 2018-2019 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

[illegible]

Application for Local Career Cluster/Pathway Plans of Study 2018-2019 Plan

Please e-mail a Microsoft Word file of your completed 2018-2019 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2018-2019 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
2018-2019 Plan

Section 134(b)(3)(A): Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page (Items 1-6) (Section 122(c)(1)(A)).

Virginia Beach City Public Schools will implement the new plan of study to include expanded dual enrollment offerings in welding through courses at our Virginia Beach Technical and Career Education Center and Tidewater Community College (TCC) in the 2018-19 school year. Our division participates in a regional group (Virginia Beach, Chesapeake, Norfolk, Portsmouth) geared toward dual enrollment with TCC and industry partnerships to create a pipeline and pathway to skilled trades in the maritime industry. This group has helped create industry visits to centers in all four cities and opportunities for dual enrollment to prepare students for entrance into highly competitive maritime apprenticeship programs. Students considering this career track have standard, partial dual enrollment, and full dual enrollment pathways to choose from. By working together the four cities have leveraged the buy in from regional industry.

CTEMS SCHEDULE 4
Special Populations Report
2018-2019 Plan

A. Identify the number of economically disadvantaged, disabled, limited English proficient (LEP)/English Language learners (ELL's), migrant, single-parent, nontraditional (underrepresented gender groups), and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient/English Language Learners (Grades K-12)	Number of Migrant Students (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional (under-represented gender groups) (Grades 7-12)	Number of Displaced-home-makers (Grades 7-12)
26,599	6,834	1,675	67	0	7,155	0

B. Section 134 (b)(8)(A): 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
2018-2019 Plan

C. Section 134 (b)(8)(B): 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)(9): 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****2018-2019 Plan**

E. Section 134(b)(8)(C) and (b)(10): Indicate below the activities/services your school division provides to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, including promoting preparation for non-traditional fields.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NON-TRADITIONAL	DISPLACED HOME-MAKERS
Supplemental basic academic instruction	X	X	X	X			
Supplemental social growth activities							
High-interest reading materials for struggling readers	X	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		X	
Transportation for work experience		X					
Student Apprenticeship							
Work-study programs							
Coop education	X	X	X	X		X	
Job placement and follow-up	X	X	X	X		X	
Job-coach and job-transition services	X	X					
Work-site visitation	X	X	X	X		X	
CT student organizations	X	X	X	X		X	
Field trips	X	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		X	

CTEMS SCHEDULE 5**Strengthen/Improve Academic and Technical Skills
2018-2019 Plan**

Section 134(b)(3)(B,D,E): 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
2018-2019 Plan

Section 134(b)(3)(B,D,E): 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 core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and career and technical education subjects; ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and encourage career and technical education 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).

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, 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**All Aspects of Industry
2018-2019 Plan**

Section 134(b)(3)(C): Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, all aspects of an industry.

Directions

For each of your Perkins supported programs, place an X in the field for every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

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****2018-2019 Plan**

Section 134(b)(3)(C): Describe how the school division will provide students with strong experiences in, and understanding of, all aspects of an industry.

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 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 a 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 2018 STEM Trifecta event. This event reaches about 1200 students in our city.

CTEMS SCHEDULE 7
Technology in Career and Technical Education
2018-2019 Plan

Section 135(b)(4 and 7): 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 you will use in that program 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
2018-2019 Plan

Section 135(b)(4 and 7): 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
2018-2019 Plan

Section 134(b)(4): Please follow the directions below to show how the school division will provide professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use to provide professional development for teachers, counselors or administrators associated with that 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	X	X	X	X	X	X	X
f. Other (specify)									

CTEMS SCHEDULE 8 (Continued)**Professional Development****2018-2019 Plan**

Section 134(b)(4): Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

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****2018-2019 Plan****Directions**

For each of your Perkins supported programs, indicate the number of teachers who will participate in the activity described below.

ACTIVITIES		DIVISION PROGRAMS								
Note: All professional development provided must meet requirements as identified in Perkins IV. Indicate the number of teachers/ administrators participating within the fields for each program area(s).		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	
		a. State conferences, institutes, or workshops (including virtual training programs)	1	18		65	8	11	9	20
		b. National conferences, institutes, or workshops	0	5		6	3	4	1	3
		c. Local conferences, institutes, or workshops	1	37		75	4	24	56	30
		d. Internship in industry								1
e. Other (specify)										

Section 134(b)(12)(A and B): Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

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
2018-2019 Plan

Section 134(b)(7) and Section 135(b)(6): 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 completer 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
2018-2019 Plan

Section 135(b)(7): 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
2018-2019 Plan

Section 135(b)(7): 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
2018-2019 Plan

Section 134(b)(7): 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
2018-2019 Plan**

Section 134(b)(11): 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 linkage between and transition from secondary to postsecondary programs.

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

X	Virginia Education Wizard	
X	Or Other:	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.
X	Career and academic counseling/coaching. Section 134(b)(11): Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.	
	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 Guidance department chairs, and to the community on a Navigating the Journey night. Schools will implement advisory times for all students in the 2018-19 school year.	
	Career fairs, placement services and job seeking skills. Section 134(b)(11) and Section 134(b)(3)(C) and (8)(C): Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.	
	Describe: All graduating seniors complete an exit survey via counseling services on their plans after high school. This survey will be integrated with a predata collection for completer follow-up in the spring of 2018.	

CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2018-2019 Plan

	High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)
	Describe: N/A
X	Dual Enrollment Options (Specify courses/programs.)
	Describe: Virginia Teachers for Tomorrow, Welding I & II, CISCO, Cybersecurity I & II, Engineering are currently dual enrolled. The Entrepreneurship and Business Academy at Kempsville High School also offers a wide range of courses through Tidewater Community College and students may earn an associates (AS) degree in Business during high school.
X	Other (specify)
	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
2018-2019 Plan

Section 134 (b)(8 and 9): Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable 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 equitable 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
2018-2019 Plan

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.)

2018-2019 Plan

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Technical Center	COLUMN B: Number of CTE Students Participating In Regional Technical Center (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Technical Center (Column B/Column A)	COLUMN D: 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****2018-2019 Plan**

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

School Division	Amount
TOTAL	\$0.00

CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2018-2019 Plan

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		\$208,829.92
2. Assistant Principal (includes Special Career and Technical Centers)		\$182,035.99
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		\$239,212.49
4. Adult Occupation Supplements	\$0.00	\$0.00
5. Adult Occupation Teachers (Full-time)	\$0.00	\$0.00
6. Adult Occupation Teachers (Part-time)		\$149,985.53
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$10,768.80
8. Instructional Supplies/Materials		\$181,136.04
9. Other Instructionally Related Costs		\$104,885.15
10. Equipment		\$280,990.69

CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Funds
2018-2019 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (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 IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development	ix. All	VBCPS will provide professional development programs that are consistent with section 122 to secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating career and technical education programs.	3000 - Purchased Services	FED	136,000.00
			5000 - Other Charges	FED	2,050.00
Required Use: Activities for Special Populations (to include nontraditional)	ix. All	VBCPS will provide programs and support for special populations: instructional materials and equipment as approved by VDOE; as well as supporting a opportunities for non-traditional populations.	8000 - Capital Outlay/Equipment	FED	2,500.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)					
R4B--Develop, improve, or expand the use of technology in career and technical education, which may include providing career and technical education students with the academic and career and	ix. 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 - Purchased Services	FED	23,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ix. All	VBCPS will initiate, improve, expand, and modernize quality career and technical education programs including relevant technology. All instructional materials and equipment purchases will be from the state approved equipment list.	3000 - Purchased Services	FED	60,000.00
			8000 - Capital Outlay/Equipment	FED	390,062.64
P5--To assist career and technical student organizations.	ix. 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 - Other Charges	FED	60,000.00
			3000 - Purchased Services	FED	15,000.00
P7--For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support	ix. All	VBCPS will lease and upgrade equipment designed to strengthen and support academic and technical skill attainment.	8000 - Capital Outlay/Equipment	FED	30,000.00

School Division VIRGINIA BEACH CITY PUBLIC SCHOOLS Division Number: 128

CTEMS SCHEDULE 17 (Continued on from previous page)
Budget of Perkins Funds
2018-2019 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds)	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (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 IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
See Appendix B P11--To provide activities to support entrepreneurship education and training.	ii. Business and Information Technology	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 fee to access trade fair, and teacher training.	3000 - Purchased Services	FED	10,000.00
P18--To provide support for training programs in automotive technologies.	viii. Trade and Industrial Education	VBCPS will provide support for training programs in automotive technologies.	8000 - Capital Outlay/Equipment	FED	10,000.00
P20--To support other career and technical education activities that are consistent with the purpose of this Act.	ix. 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 - Purchased Services	FED	70,000.00

CTEMS SCHEDULE 17 (Continued on from previous page)

Budget of Perkins Funds

2018-2019 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds)	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (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 IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
See Appendix B			See Appendix C		

2018-2019 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (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 IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Career and Technical Education Programs or Activities Funded			Federal	808,612.64	
			State	0.00	
			Local	0.00	
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)				42,558.55	
Grand Total Career and Technical Education Federal Budget			851,171.19		

CTEMS SCHEDULE 18**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2018-2019 Plan****(Administration/Administrative Equipment not to exceed five percent of the total federal grant)**

Administration - Description		Amount
1000 - Personal Services	Proctors for industry credentialing	28,078.41
2000 - Employee Benefits	Benefits for proctors	2,148.00
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost	Indirect costs	12,332.14
5000 - Other Charges		
Line 1 Administration SUBTOTAL		42,558.55
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		42,558.55

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

2018-2019 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories See Appendix C for Object Code Definitions	Amount
1000 - Personal Services	28,078.41
2000 - Employee Benefits	2,148.00
3000 - Purchased Services	314,000.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	74,382.14
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	432,562.64
TOTAL <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>	851,171.19

COMMENTS**2018-2019 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.

Schedules 17 & 18 will be adjusted when actual Carl D. Perkins Allotments are released.



Subject: Policy Review Committee Recommendations **Item Number:** 13B1-6

Section: Information **Date:** April 10, 2018

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 receive for information the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their March 15, 2018 meeting.

Background Summary:

1. Bylaw 1-28 / Committees, Organizations and Boards-School Board Member assignments
Additional language was added to include Citizens Advisory Committees, liaisons and alternates
2. Policy 4-18 / Dismissal or Placement on Probation
Amended to update language related to the Divisions/employees use of due process
3. Policy 5-29 / Awards and Achievement
Amended to incorporate VDOE practice on awarding Governors Seal. Incorporated class rank language from 6-72 and language related to a Latin Honors system for student recognition of graduating seniors.
4. Policy 6-72 / Student Evaluation and Grading / Class Rank
Amended to remove class rank information dealing with student evaluation and grading
5. Policy 6-81 / Adult Education
Amended to update legal reference
6. Policy 7-15 / Distribution / Announcements of Outside communications
Updated to reflect associations as defined in Policy 4-32

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of March 15, 2018

Budget Impact:

None

SCHOOL BOARD BYLAWS

Committees, Organizations and Boards – School Board Member assignments

The School Board utilizes committees, boards, and other organizations (hereinafter “Committee”) to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board’s interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: 1) Standing School Board Committees; 2) Joint School Board/City Council Committees; 3) Ad Hoc School Board Committees; 4) School Division Standing Committees with School Board Liaisons; and 5) Outside Committees.

A. General matters

1. Creation

When, in the opinion of the School Board, educational concerns need to be addressed which require longer term study, analysis and/or oversight and which concerns lend themselves to a committee approach, committees comprised of School Board Members either alone or in conjunction with members of the School Administration, other public bodies or public organizations, and/or the public-at-large may be created by the School Board. The School Board shall describe the objectives of any such Committee in its minutes or other writing and provide it to the Committee. The School Board, in consultation with the City Council, may create Joint School Board and City Council Committees.

2. Authority

Any such Committee shall have only such authority to bind the School Board as is expressly granted and shall have only such powers as the School Board has expressly granted or which, by implication, are reasonably necessary to accomplish the stated purpose(s).

3. Assignments

School Board Members will be assigned to Committees no later than July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following: 1) equitable distribution of Committee assignments among School Board Members; 2) expressed interests of School Board Members; 3) experience as a School Board Member; 4) a School Board Member’s training, education and/or experience with the purpose of the Committee; 5) continuity of

service and historical knowledge; 6) availability for meetings; 7) the need for diversity; 8) the needs of the School Board; and 9) other good and just reason for assignment. Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chairman is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year. The School Board is authorized to appoint alternates to Committees, should the School Board Member assigned require another School Board Member to substitute. In the absence of an alternate or when an alternate is unavailable, the Chairman may assign another School Board Member to represent the School Board at a Committee meeting.

4. Individual Authority

Individual School Board Members appointed to any Committee shall have no authority to bind the School Board on any matter unless such authority is expressly granted by the School Board.

5. Reports

Assigned School Board Members shall report to the School Board on Committee activities when and in the format designated by the School Board.

6. Committee Chairmen

The Committee Chairman will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chairman, the most senior School Board Member attending the first meeting of the year (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chairman. All School Board created Committees, shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chairman. When choosing a Committee Chairman, the following shall be considered: 1) continuity of membership; 2) expressed interest of assigned School Board Members; 3) diversity of membership; and 4) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chairman

The Committee Chairman shall have the responsibility for: 1) presiding over the meetings or designating another Committee Member to preside in the Chairman's absence; 2) setting the direction for and establishing norms and protocols that allow for appropriate function and in an efficient manner; 3) provide guidance and communicate expectations to other Committee Members; 4) ensure that relevant, timely and effective decisions are executed and that all Committee Members are provided the opportunity to participate in the decision making process; 5) ensure compliance

with applicable law, bylaw, policy and regulation; 6) ensure that appropriate notices are made, agendas and supporting materials are provided and that minutes of the meetings are kept if so required by law.

B. Committee Meetings

1. Location of Committee Meetings

The Committee Chairman or the staff member assigned to the Committee will provide the School Board Clerk with notice of the location of all Committee Meetings. Committee Meetings will be held in locations accessible to the public.

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chairman or assigned staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Notices of Meetings by Committee Chairman

The Committee Chairman or the assigned staff member shall provide the School Board Clerk notice of the date, time, and location of Committee meetings so that the School Board Clerk can give the public notice of meetings consistent with applicable law. The Committee Chairman or the assigned staff member shall make available to the public, upon request, nonexempt agenda materials furnished to Members for the meeting as required by the Virginia Freedom of Information Act and other applicable law.

4. Rules of Order

Committee Meetings shall be run in accordance with the Special Rules of Order found in School Board Bylaws [Appendix A](#) and the current edition of *Robert's Rules of Order Newly Revised*.

C. School Board Standing Committees

The Committees listed below shall be considered Standing Committees of the School Board:

1. Internal Audit Committee

The Internal Audit Committee consists of a minimum of three Members, including at least two Members of the School Board and a third Member from the business community. The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could

lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in [Policy 3-46](#) and the Internal Audit Charter.

2. Legislative Committee

The Legislative Committee consists of a minimum of two School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

3. Student Discipline Committees

The Chairman shall appoint three Committees of the School Board to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting guidance counselor. Each Member of a Committee, excluding the guidance counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.

4. Policy Review Committee

The School Board Policy Review Committee will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. School Board Legal Counsel and the Chief of Staff or designee will serve as liaisons to the Committee but will not be voting members.

The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee will be responsible for advising the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

5. Building Utilization Committee

The Building Utilization Committee (BUC) annually reviews enrollment projections and impact on optimal building utilization. The Building Utilization Committee shall be chaired by the School Division Demographer. No more than three School Board Members shall be assigned to the BUC. The Superintendent may assign appropriate staff members to assist the BUC in its review. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.

6. Joint Standing School Board and City Council Committees

The Committees listed below shall be considered Joint Standing Committees of the School Board and the City Council. The Chairman shall seek approval from the School Board for all Member appointments to such Committees. The Chairman shall take into consideration the experience of the School Board Members, their interest in membership, diversity of membership and continuity of membership on a Committee. The Chairman of each Joint Standing School Board/City Council Committee shall be selected by the Committee Members unless otherwise specified.

- a. CIP/Modernization Review Committee
- b. Deferred Compensation Board
- c. Oceanfront Enhancement Committee

D. School Board Ad Hoc Committees

Upon an majority vote of the School Board, a School Board Ad Hoc Committee shall be appointed, as the need arises, to carry out a specified task, at the completion of which - that is, on presentation of its final report to the School Board, such Ad Hoc Committee will automatically cease to exist. The following Committee(s) is designated School Board Ad Hoc Committee(s):

1. Ad Hoc School Site Selection Committee

The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites and construction or renovation of existing schools at those sites. Once the School Board has accepted the final recommendations of the Ad Hoc School Site Selection Committee, the Ad Hoc School Site Selection Committee will be disbanded. An Ad Hoc School Site Selection Committee will consist of a minimum of two School Board Members, two City Council Members, the Superintendent, the City Manager, at least one citizen member, the Director of Facilities Planning and Construction and such other Members as the Superintendent or the City Manager appoint. An Ad Hoc School Site Selection Committee Chairman will be a School Board Member chosen by the Ad Hoc School Site Selection Committee Members. An Ad Hoc School Site Selection Committee may consider more than one school site selection if the School Board so authorizes the Ad Hoc School Site Selection Committee to do so.

E. School Division Standing Committees and Citizens Advisory Committees with School Board Member Liaisons

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees or Citizens Advisory Committees. In those instances, the appointed School Board Members serve only as liaisons and have no authority to bind the School Board on any matter. The Superintendent shall provide a list of all such Liaison positions~~School Division Committees~~ to the School Board by July~~June~~ 1st of each year.

1. The following Committees are designated as School Division Standing Committees with School Board Members assigned as Liaisons:

4. a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2020 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chairman of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.

2. The following Citizens Advisory Committees will have one School Board Liaison and one School Board alternate Liaison assigned:

a. Special Education Advisory Committee;

b. General Advisory Council for Technical and Career Education;

c. Community Advisory Committee for Gifted Education;

d. Interagency Adult Basic Education Advisory Committee;

e. School Health Advisory Committee;

f. Ad Hoc Strategic Plan Committee, as needed;

g. Such other Citizens Advisory Committees as the School Board determines are needed.

F. Outside Committees

The School Board may assign School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have

authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board may appoint School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

1. Access - College Foundation
2. Governor's School for the Arts
3. Mayor's Committee for Persons with Disabilities
4. SECEP - Southeastern Cooperative Educational Program
5. VSBA - Virginia School Board Association Delegate Assembly
6. Hampton Roads Educational Telecommunications Association (HRETA)
WHRO Educational Advisory Committee
7. Sister Cities Association of Virginia Beach

Adopted by School Board: July 21, 1992
Amended by School Board: April 19, 1994
Amended by School Board: January 3, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: August 7, 2001
Amended by School Board: August 21, 2001
Amended by School Board: May 28, 2002
Amended by School Board: August 6, 2002
Amended by School Board: July 15, 2008
Amended by School Board: December 2, 2008
Amended by School Board: December 15, 2015
Amended by School Board : August 2, 2016

[Amended by School Board: 2018](#)

PERSONNEL

Dismissal or Placement on Probation

A. Licensed Personnel

In the event the Superintendent determines to recommend the dismissal of any teacher or the placing on probation of a teacher on continuing contract, the procedures set forth in the Code of Virginia at §§ 22.1-307 through 22.1-313, as amended, shall apply.

A majority vote of a quorum of the School Board is necessary for dismissal or placement on probation.

B. Classified Personnel

The Superintendent or designee may place on probation or dismiss classified personnel for failure to satisfactorily perform assigned duties, for noncompliance with School Board policies or regulations, or for other good and just cause. Before taking such action, the Superintendent or designee shall require the Chief Human Resources Officer or designee to investigate the matter by interviewing witnesses to the misconduct, obtaining written statements of the witnesses, and preparing a written report summarizing the findings of the investigation.

The employee must be given written notification of the proposed action, the reason for the proposed action, a summary of the evidence supporting the action, and a ~~meeting with the Superintendent or designee at which time the employee will be~~ given the opportunity to respond to allegations.

~~Before taking such action the Superintendent or designee shall require the Chief Human Resources Officer or designee to interview witnesses to the misconduct, prepare and sign a written report summarizing what the witnesses and/or victims report, and obtain written statements of the witnesses or report in writing why the witnesses would not sign a statement. If~~ For non-probationary employees, the Chief Human Resources Officer or Designee will hold the a due process hearing pursuant to School Board Regulation 4-18.1 subsection 2.c, ~~a designee shall investigate the matter and prepare the required report.~~

For matters specified as grievable, classified employees shall have access to grievance procedures as established in School Board Regulation 4-3.2.

C. Placement on Probation

Placement on probation ~~may will~~ result in up to ~~a two-step reduction in pay or 6% reduction in pay~~ for ~~those employees on the open scale~~ for the term of the probation. During the period of probation, the employee will not be eligible for bonuses or other increases in pay. When probation ceases, the employee may then receive such bonuses or increases ~~as incurred after the final date of~~ he/she would have received if he/she had not been placed on probation. The Superintendent shall

inform any employee recommended for or receiving probation of these consequences.

Editor's Note

See **School Board Regulation 4-3.2**: *Grievance Procedures—Supervisory and Classified Employees*

See **School Board Regulation 4-18.1**: *Dismissal/Placement on Probation*

Legal Reference:

Code of Virginia §§ 22.1-307 through 22.1-313, as amended.

Adopted by School Board: July 16, 1991

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

Amended by School Board: June 16, 1998

Amended by School Board: June 8, 2004

Scrivener's Amendments: February 5, 2014

Policies and Regulations

School Board of the City of Virginia Beach
Policy 5-29

STUDENTS

Awards for Achievement/Class Rank/Honor Designations

A. Generally

The School Board approves of awards for students who achieve high academic standing, outstanding citizenship, physical expertise and other characteristics that contribute to good citizenship. The School Board, however, does not approve of giving awards to students where the basic purpose is obviously commercialism. Awards donated by nonschool agencies which are recognized nationally and approved by the Board may be awarded to students at appropriate ceremonies and times.

B. Honor Rolls

Students should be encouraged to reach their maximum potential in academic programs. Students who do outstanding work shall be recognized through an honor roll system.

C. Awards for Exemplary Performance

1. Students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with a grade average of 4.0 or better in the required courses will receive a Board of Education seal on the diploma.
2. Students who complete the requirements for an Advanced Studies Diploma with a grade point average of 3.0 or better and successfully complete college-level coursework that will earn the student at least one nine transferable college credits in Aadvanced Pplacement course (AP) or one college-level course for credit, International Baccalaureate (IB), Cambridge, or dual enrollment courses will and successfully complete at least one advanced placement course (AP) or one college-level course for credit will receive a Governor's seal on the diploma.
3. Students may receive other seals or awards for exceptional academic, vocational, citizenship, or other exemplary performance in accordance with criteria defined by the School Board or the Board of Education of Virginia.

D. Valedictorian(s)/Salutatorian(s)

To be eligible as or valedictorian(s)/salutatorian(s) students must complete the last four (4) consecutive semesters in the high school.

E. Class Rank

Through the graduating class of 2021, a student's grade point average and class rank will be computed for the following purposes:

1. To determine honor graduates.
2. To determine if the student is eligible for the diploma seal awarded by the Virginia Board of Education.
3. Communication to college admission offices and other agencies designated by the student and/or parent.
4. To determine the valedictorians and salutatorians for the graduating class.

F-. Honor Designations

Beginning with the 9th grade cohort of students (Class of 2022) entering high school in the fall of 2018, Class Rank will no longer be reported. Each high school will be provided with a percentile rating of Grade Point Averages for estimating class rank for individual scholarships or military applications that require this information. High Schools will not calculate a numerical class rank other than this percentile rating. The principal or school designee shall provide colleges and universities with an explanation of the Latin Honors system through the Virginia Beach City Public Schools transcript profile.

1. A student's grade point average will be computed for the following purposes:
 - a4. To determine honor designations.
 - b2. To determine if the student is eligible for certain diploma seals awarded by the Virginia Board of Education.
 -
 - c Communication to college admission offices and other agencies designated by the student and/or parent.
2. The following honor designations will be utilized to recognize academic achievement for graduating seniors:
 - a. A student earning a 3.0 cumulative grade point average or higher will be considered an honor graduate.
 - b. A student earning a 3.5 – 3.75 cumulative grade point average will be awarded the Cum Laude distinction.
 - c. A student earning a 3.76 – 3.99 cumulative grade point average will be awarded the Magna Cum Laude distinction.
 - d. A student earning a 4.0 and above cumulative grade point average will be awarded the Summa Cum Laude distinction.
3. The designation of Valedictorian and Salutatorian will not be utilized.

Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, § VAC 20-131-10 et seq., as amended.

Adopted by School Board:	October 21, 1969
Amended by School Board:	February 16, 1971
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 6, 1998
Amended by School Board:	April 20, 2010

Policies and Regulations

School Board of the City of Virginia Beach
Policy 6-72

INSTRUCTION

Student Evaluation and Grading~~/Class Rank/Class Rank~~

A. Evaluation and Grading

The most important assessment of student learning is conducted by teachers as they observe and evaluate students in the context of ongoing classroom activities. Classroom teachers have the responsibility for evaluating student progress and providing grades to represent scholastic achievement. Grading is not to be used for discipline purposes.

The Superintendent shall be responsible for developing and implementing a uniform procedure for evaluating student progress across the School Division. Each school by grade level, department, or specialized course shall develop and submit grading expectations for approval by the Department of School Leadership. The Superintendent will establish regulations describing procedures for such approval that are consistent with this Policy, administrative grading guidelines, and law. Approved grading expectations will initially be effective for the 2017-18 school year and thereafter reviewed and approved annually.

~~B. Class Rank~~

~~A student's grade point average and class rank will be computed for the following purposes:~~

- ~~1. Determine honor graduates.~~
- ~~2. Determine if the student is eligible for the diploma seal awarded by the Virginia Board of Education.~~
- ~~3. Communication to college admission offices and other agencies designated by the student and/or parent.~~
- ~~4. Determine the valedictorians and salutatorians for the graduating class.~~

~~C. B. Class Rank~~

~~A student's grade point average and class rank will be computed for the following purposes:~~

~~Determine honor graduates.~~

~~Determine if the student is eligible for the diploma seal awarded by the Virginia Board of Education.~~

~~Communication to college admission offices and other agencies designated by the student and/or parent.~~

~~Determine the valedictorians and salutatorians for the graduating class.~~

Appeal of student grades

Grades assigned to students will be presumed final and valid unless changed through appeal. The Superintendent will establish criteria and procedures for appealing specific grades. Such appeals will be final as set forth in applicable regulation and there shall be no right of appeal to the Superintendent or the School Board.

Adopted by School Board: October 21, 1969
Amended by School Board: January 18, 1972
Amended by School Board: December 20, 1977
Amended by School Board: August 4, 1983
Amended by School Board: April 17, 1984
Amended by School Board: May 20, 1986
Amended by School Board: June 16, 1987
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: September 7, 2016



INSTRUCTION

Adult Education

A. General Objectives

The general objectives of adult education shall be the same as those of other levels of public education, namely to prepare individuals for full democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal and family lives. The program shall be sponsored by the School Board and shall be controlled and administered in the same general fashion as other parts of the educational program.

B. Scope of the Program

The extent of the program shall be determined by a balance between community needs and the willingness of the School Division residents to provide for the program in the School Board ~~division~~ budget.

C. Types of Activities

The educational needs of adult residents may be met by the offering of activities in the following areas:

- Adult Basic Education
- General Educational Development
- English for Speakers of Other Languages
- Community Education Courses

No continuing curriculum shall be fixed, but activities shall be designed to meet the needs and wishes of individuals and of the community.

D. Fees

Fees are charged to persons admitted to selected adult education classes.

Legal References:

Code of Virginia, § 22.1-223, as amended, Definitions.

Code of Virginia, § 22.1-225, as amended, Authority of school boards.

Code of Virginia, § 22.1-253.13:1, Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

~~Department of Education Superintendent's Memorandum No. 5 — Clarification Regarding GED Testing Eligibility (January 10, 2003)~~

Adopted by School Board: October 21, 1969
Amended by School Board: August 18, 1970
Amended by School Board: June 19, 1979
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 6, 2006

COMMUNITY RELATIONS

Distribution/Announcement of Outside Communications

A. Generally

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

B. Public Announcements

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

C. Distribution of Literature

Communications to ~~families~~parents and other citizens sent home ~~with~~by students ~~or distributed in digital or electronic format as a means of mass communication carry the implication of endorsement by school personnel and the School Board. Such communications~~ shall be reviewed carefully by each principal before permission is granted to distribute pamphlets, notices, and other communications. If a principal is in doubt, he/she shall seek permission from the appropriate supervisor in the Department of School Leadership. If doubt exists at this level as to whether or not distribution should be made, permission shall be denied until the disposition of the matter is made by the Superintendent ~~or designee~~. Outside organizations seeking to distribute communications to more than one school or school administration site will submit the proposed communication to the ~~Department Office~~ of Media and Communications ~~for verification and distribution to the various sites. The Department of Media and Communication will review the communication for compliance with applicable policy, regulation or law and alignment with the educational environment. If approved for distribution, the communication will be provided to applicable principals and be distributed to families.~~

D. Within Schools

The distribution within schools of notices or communications originating with non-school organizations shall be restricted to patron organizations and to those announcements of a specific nature which, in the judgment of the principal, are of significant educational value. Boy Scouts, Girl Scouts, and other patriotic groups (as defined by state or federal law) will be allowed to distribute notices or communications regarding membership to the same extent as other patron organizations.

E. By Students

Students should not be used to distribute notices or communications to parents unless such communications originate with the school, are of an official school nature, including patron organizations affiliated with the school, or possess

significant educational value. Students shall only be used to distribute information of a non-school nature when it pertains to school-related organizations or when, in the judgment of the principal, such notice of information is of educational significance and/or important to the community as a whole.

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

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

Legal Reference:

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

Acts of Assembly Chapter 647 April 1, 2016.

Editor's Note:

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

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

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

Amended by School Board: August 2, 2016

Amended by School Board: