

School Board ServicesBeverly M. Anderson, Chair
At-LargeJoel A. McDonald, Vice Chair
District 3 – Rose Hall

Daniel D. Edwards District 2 – Kempsville	Sharon R. Felton District 6 – Beach	Dorothy M. Holtz At-Large
Victoria C. Manning At-Large	Ashley K. McLeod At-Large	Kimberly A. Melnyk District 7 – Princess Anne
Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda**Tuesday, March 27, 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. Legislative Review of 2018 General Assembly Session by Kemper Consulting
 - C. Policy Review Committee Update on Class Rank (Policies 5-29 and 6-72)
 - D. Quarterly Forecast of School Board Agenda Topics FY18, 4th Quarter – April through June 2018
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. NASA Langley Student Art Contest Winners
 - B. Virtual Enterprises First Place Winners
 - C. Educators Rising First and Second Place Winners
 - D. Girls Basketball State Champions
 - E. VHSL Class 5 Girls Basketball Player of the Year
 - F. VHSL Class 5 Girls Basketball Coach of the Year
7. **Superintendent's Report**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, March 27, 2018

School Administration Building #6, Municipal Center

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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"

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 3 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 13, 2018 Regular Meeting

10. *Adoption of the Agenda*

11. *Consent Agenda*

A. Resolutions

1. School Library Media Month and National Library Week
2. Mathematics Awareness Month

B. Policy Review Committee Recommendations

1. Policy 2-42 School Improvement Process
2. Policy 4-57 Licensed Personnel: Contracts
3. Policy 4-62 Evaluation: Licensed Personnel

12. *Action*

A. Personnel Report / Administrative Appointments **UPDATED 3/28/2018**

B. 2015-2020 Local Plan for Gifted Education Amendments

C. Policy Review Committee Recommendations

1. Bylaw Appendix B School Board Standing Rules
2. Bylaw 1-5 Legal Counsel
3. Bylaw 1-47 Public Participation
4. Bylaw 1-48 Decorum and Order – School Board Meetings

13. *Information*

A. 2018-2019 Local Plan for Special Education

B. Interim Financial Statements - February 2018

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. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

17. *Recess into Workshop* (if needed)



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, March 27, 2018

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- 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 10, 2018***



Subject: Legislative Review of 2018 General Assembly Session **Item Number:** 1B

Section: Workshop **Date:** March 27, 2018

Senior Staff: Marc A. Bergin, Chief of Staff

Prepared by: Marc A. Bergin, Chief of Staff

Presenter(s): Legislative Liaisons from Kemper Consulting

Recommendation:

That the School Board receive an update on the 2018 General Assembly Session from legislative liaisons from Kemper Consulting.

Background Summary:

Source:

Budget Impact:



Subject: Policy Review Committee Update on Class Rank (Policies 5-29 and 6-72) Item Number: 1C

Section: Workshop **Date:** March 27, 2018

Senior Staff: Rashard J. Wright, Chief Schools Officer
Daniel F. Keever, Senior Executive Director of High Schools
Department of School Leadership

Prepared by: Daniel F. Keever, Senior Executive Director of High Schools

Presenter(s): Daniel F. Keever, Senior Executive Director of High Schools

Recommendation: That the School Board receive information related to proposed revisions to School Board Policy 5-29 and School Board Policy 6-72.

Background Summary: As a result of a request during the March 13, 2018, School Board Workshop and a subsequent meeting of the School Board Policy Review Committee, draft revisions to two School Board policies are provided for review by the full School Board.

Source: School Board Policy

Budget Impact: None



Subject: Quarterly Forecast FY18, 4th Quarter – April through June 2018 **Item Number:** 1C

Section: Workshop **Date:** March 27, 2018

Senior Staff: Marc A. Bergin, Chief of Staff

Prepared by: Marc A. Bergin, Chief of Staff

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

Recommendation:

That the School Board receive Administration's forecast of agenda topics to be presented in the FY18 fourth quarter – April, May, June, 2018.

Background Summary:

Source:

Budget Impact:



Subject: NASA Langley Student Art Contest Winners **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognition **Date:** March 27, 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 Virginia Middle School seventh-grade student Anna Fox and Ocean Lakes High School ninth-grade student Alaura Knoop, for earning first place awards in the 2018 NASA Langley Art Contest.

Background Summary:

NASA Langley's 2018 Art Contest drew 831 entries from children in 39 states, the District of Columbia and Puerto Rico. Two students from Virginia Beach City Public Schools took first place wins in their respective grade levels. Anna Fox won in the seventh-grade category, while Alaura Knoop won in the ninth-grade level. In addition, Anna was also selected as the Grand Prize Winner, which is selected from the first place winners from each grade level.

Source:

NASA

Budget Impact:

None



Subject: Virtual Enterprises First Place Winners

Item Number: 6B

Section: Student, Employee and Public Awards and Recognition

Date: March 27, 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 in the Advanced Technology Center's Advanced Web Design class for winning several first place awards in this year's Virtual Enterprise (VE) International Mid-Atlantic Region Annual Business Plan Defense and Trade Show.

Background Summary:

With an emphasis on college and career readiness, VE is an in-school, global business simulation that offers students the opportunity to develop mock virtual businesses under the guidance of a teacher. Each year, students across the state also have an opportunity to participate in the organization's annual trade show where they present their ideas before panels of professionals. ATC students returned with several first place awards.

Source:

ATC

Budget Impact:

None



Subject: Educators Rising First and Second Place Winners **Item Number:** 6C

Section: Student, Employee and Public Awards and Recognition **Date:** March 27, 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 19 Virginia Beach City Public Schools students who earned first and second place awards in the Educators Rising state competition.

Background Summary:

Educators Rising is a network of teachers and administrators who join for one specific reason: to support the path of high school students who are interested in the teaching profession. The network organizes state and national competitions for aspiring teachers to not only demonstrate their knowledge, skill and leadership, but also to stretch their creativity, commitment and professionalism. At the recent state competition, Virginia Beach City Public Schools students earned several first and second place awards.

Source:

Technical and Career Education

Budget Impact:

None



Subject: Girls Basketball State Champions **Item Number:** 6D

Section: Student, Employee and Public Awards and Recognition **Date:** March 27, 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 the Princess Anne High School girls basketball team for winning the Virginia High School League (VHSL) Class 5 state championship.

Background Summary:

For the fifth consecutive year, the Princess Anne High School girls basketball team won the state championship. This year's championship was played March 8 in Richmond. This is the school's ninth girls basketball championship. The team is coached by Darnell Dozier.

Source:

Princess Anne High School

Budget Impact:

None



Subject: VHSL Class 5 Girls Basketball Player of the Year **Item Number:** 6E

Section: Student, Employee and Public Awards and Recognition **Date:** March 27, 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 Princess Anne High School's Brianna Jackson who was named the Virginia High School League's (VHSL) Class 5 Girls Basketball Player of the Year.

Background Summary:

Each year, the Virginia High School League selects all-state boys' and girls' basketball teams. Of the eight players chosen on the girls' first team, Brianna Jackson, who plays the power forward position for Princess Anne High School, was selected as the Class 5 Girls Basketball Player of the Year.

Source:

VHSL

Budget Impact:

None



Subject: VHSL Class 5 Girls Basketball Coach of the Year **Item Number:** 6F

Section: Student, Employee and Public Awards and Recognition **Date:** March 27, 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 the Princess Anne High School's Darnell Dozier who was named the Virginia High School League's (VHSL) Class 5 Girls Basketball Coach of the Year.

Background Summary:

Princess Anne High School's Darnell Dozier led the Lady Cavaliers to their fifth consecutive girls basketball title this year and the ninth championship since he has been at the helm. As a result, he was named the 2018 VHSL Class 5 Girls Basketball Coach of the Year.

Source:

VHSL

Budget Impact:

None



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

Section: Approval of Minutes **Date:** March 27, 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 13, 2018 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, March 13, 2018

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

INFORMAL MEETING

1. **Convene School Board Workshop:** The School Board convened in the einstein.lab at 4:01 p.m. In addition to Superintendent Spence, all School Board members were present upon the arrival of Ms. McLeod at 4:35 p.m. after Chairwoman Anderson noted she would be running late but hoped to arrive prior to the formal meeting.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson provided a brief overview of the meeting agenda noting a closed session for a report from the Internal Audit Committee will be conducted after the workshop as time allows otherwise after the formal meeting in Room 113. School Board members were reminded of the Virginia School Boards Association (VSBA) Tidewater Region Spring Forum on March 19 at Woodrow Wilson High School in Portsmouth, VA and advised of carpooling opportunities.

Ms. Riggs noted invitations to the April 19 Sister Cities breakfast were distributed to School Board members.

School Board members then reported on events they attended to include a showcase of program offerings teachers might consider using; the inaugural partnership showcase; and promotion of the division's opioid curriculum to Chesapeake middle school and high school guidance counselors.

This portion of the workshop concluded at 4:06 p.m.
 - B. **Five Year Special Education Plan:** Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children, presented an update on the Five-Year Plan for the education of students with disabilities for the period 2017-2022 including identifying outcome measures and reporting progress in the areas of instructional opportunities, professional learning, and parent and community involvement. Discussion concluded at 4:41 p.m.



- C. Class Rank: Daniel F. Keever, Senior Executive Director of High Schools, along with Kellam High School principal Daniel Smith, Ed.D., and Ocean Lakes High School principal Claire R. LeBlanc, Ed.D., presented survey results from the e-Town Hall conducted for stakeholders to provide input on the importance of class rank within the college admissions process, assess the level of support for a policy change to a Latin honors system of academic recognition and Grade Point Average (GPA) benchmarks drafted in the proposed Latin honors system, and determine the agreement level with maintaining the practice of designating Valedictorian and Salutatorian based solely on class rank as determined by GPA. In reporting results for consideration by the School Board to begin with the graduating class of 2022 (current 8th grade students), there appeared to be support for moving away from ratings based on student's GPA and desire to consider a change in the practice of designating the Valedictorian and Salutatorian solely on class rank. Following discussion, there was consensus for the Policy Review Committee to consider changes to policies related to awards for achievement and student evaluation outlined in Policy 5-29 and Policy 6-72, and bring forth a recommendation to the School Board in April. Discussion concluded at 5:37 p.m.

2. **Closed Meeting:** None at this time. See Item 18
3. **School Board Recess:** The School Board recessed at 5:37 p.m. to reconvene in the School Board Chambers for the formal meeting at 6:00 p.m.

FORMAL MEETING

4. **Call to Order and Roll Call:** Chairwoman Anderson called the formal meeting to order at 6:02 p.m. All School Board members were present along with Superintendent Spence.
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition:** None
7. **Superintendent's Report:** Noting a shift in the practice of sharing five things, Superintendent Spence's report further supported the workshop presentation on progress of the Five Year Special Education Plan. He introduced the newest Compass Keeper, Leilani Lane, fifth grade student at Princess Anne Elementary School, as one of approximately 6,300 students who use some form of assistive technology, and the life-changing result when she was outfitted with a specialized eye-gazer tablet to assist her in communicating, a journey that has been an inspiration to her school.
8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:**
- A. February 27, 2018 Regular School Board Meeting: Ms. Manning made a motion, seconded by Ms. Weems, that the School Board approve the minutes of their February 27, 2018 regular meeting as presented. The motion passed unanimously.



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- B. March 6, 2018 Special School Board Meeting: Ms. Riggs made a motion, seconded by Mr. Edwards, that the School Board approve the minutes of their March 6, 2018 special meeting as published. The motion passed unanimously.
10. **Adoption of the Agenda**: Ms. Holtz made a motion, seconded by Ms. McLeod, that the School Board adopt the agenda as presented. The motion passed unanimously.
11. **Consent Agenda**: None
12. **Action**
Personnel Report: Ms. Rye made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated March 13, 2018. The motion passed unanimously. There were no administrative appointments recommended.
13. **Information**
Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee recommendations regarding review, amendment and/repeal of certain policies reviewed by the committee at their February 15, 2018 meeting:
- A. Bylaw Appendix B School Board Standing Rules revised to change a reference title and the minutes allocated for citizens to address the School Board at regular meetings from three minutes to four minutes
 - B. Bylaw 1-5 Legal Counsel related to requests for a written legal opinion submitted by a School Board member revised to add language that requires the School Board Chair to present the request to the School Board for determination by majority consensus as to 1) whether the School Board's Legal Counsel should complete the opinion, 2) determine the scope of the opinion, and 3) the manner in which the opinion will be provided to the School Board. During School Board discussion, the Policy Review Committee was asked to reconsider language requiring a majority consensus as to whether Legal Counsel should complete the opinion after hearing opposition to the requirement from several School Board members
 - C. Bylaw 1-47 Public Participation revised to change the title to Public Comment, omit language no longer applicable and modify in association with the update proposed for Appendix B as it relates to the minutes allocated for citizens to address the School Board during a regular meeting
 - D. Bylaw 1-48 Decorum and Order – School Board Meetings revised to update appropriate decorum and add information on other methods of communicating with the School Board. During School Board discussion, the Policy Review Committee was asked to consider identifying the other methods of communication within the bylaw
 - E. Policy 2-42 School Improvement Process amended to include language that affirms measurable objectives align with the division's strategic plan



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- F. Policy 4-57 Licensed Personnel – Contracts amended to update legal references
- G. Policy 4-62 Evaluation – Licensed Personnel amended to update legal references

14. **Standing Committee Reports:** On behalf of the School Modernization Committee, Ms. Riggs and Ms. McLeod reported on forums being held for the community to learn more and provide input about upcoming school construction projects as it relates to the division's review of the Long-Range Facilities Master Plan. Ms. Weems reported on the meeting of the Special Education Advisory Committee and announced upcoming events, Ms. Riggs reported on Sister City events, and Ms. Rye reported on the meeting of the Community Advisory Committee for Gifted Education.
15. **Conclusion of Formal Meeting:** The formal meeting concluded at 6:42 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from the chair of the Virginia Beach Human Rights Commission commending the division for their support in maintaining the program and location of the Bayside Sixth Grade Campus; eight speakers regarding a request for weighted credit for students of the Governor's School for the Arts as it relates to class rank policies under review; five speakers regarding the student walkout scheduled by a national organization and comments made by elected official(s) regarding the event; a student regarding overall policies related to school safety; and a parent regarding concerns about an incident that involved his daughter at Bayside High School. The hearing concluded at 7:29 p.m.
17. **Recess into Workshop:** None
18. **Closed Meeting:** Vice Chair McDonald made a motion, seconded by Ms. Melnyk, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 19 of the *Code of Virginia*, 1950, as amended, for public safety matters namely to discuss matters of public safety and discussion of information subject to the exclusion in subdivision 2 or 14 of Virginia Code §2.2-3705.2. The motion passed unanimously, and the School Board recessed at 7:30 p.m. to reconvene in Room 113 in a closed meeting at 7:40 p.m.

Individuals Present for Discussion: School Board members; Superintendent Spence; Marc A. Bergin, Ed.D.; Dale R. Holt, Chief Operations Officer; Richard M. Ponti, Director of Safety and Loss Control; Terrie L. Pyeatt, Director of Internal Audit; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 8:20 p.m.

Certification of Closed Meeting: Vice Chair McDonald made a motion, seconded by Ms. Melnyk, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were



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identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed unanimously.

19. ***Vote on Remaining Action Items:*** None
20. ***Adjournment:*** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 8:20 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



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

Section: Consent **Date:** March 27, 2018

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer

Prepared by: William Johnsen, Director of Instructional Technology

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

Recommendation:

That the School Board adopt the resolution recognizing the month of April as “School Library Media Month” and the week of April 8-14 as “National Library Week.”

Background Summary:

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

Source:

American Library Association

Budget Impact:

None

SCHOOL LIBRARY MEDIA MONTH AND NATIONAL LIBRARY WEEK RESOLUTION

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

WHEREAS, school library media programs provide the experiences necessary to prepare students to attain globally competitive skills; and

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

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

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

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

NOW, THEREFORE, BE IT

RESOLVED: That the Virginia Beach City School Board reconfirm its belief in the value of the school library media program and officially recognize the month of April 2018 as School Library Media Month and the week of April 8-14, 2018 as National Library Week, calling their significance to the attention of all Virginia Beach citizens; and be it

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

Adopted by the School Board of the City of Virginia Beach this 27th day of March, 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: Mathematics Awareness Month **Item Number:** 11A2

Section: Consent **Date:** March 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

Source:

National Council of Teachers of Mathematics

Budget Impact:

None

**RESOLUTION
MATHEMATICS AWARENESS MONTH
APRIL 2018**

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designate April, 2018 as Mathematics Awareness Month in the Virginia Beach City Public Schools; and be it

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

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

Adopted by the School Board of the City of Virginia Beach this 27th day of March, 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: Policy Review Committee Recommendations **Item Number:** 11B1-3

Section: Consent **Date:** March 27, 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 approve Policy Review Committee recommendations regarding review and amendment of the following policies as proposed by the committee after review at their January 25, 2018 meeting, and introduced to the School Board as part of the Information agenda on February 13, 2018. Policies have been approved as to legal sufficiency by School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney:

1. Policy 2-42/School Improvement Process
Redundant language was removed and amended to align with the Divisions Strategic Plan.
2. Policy 4-57/Licensed Personnel: Contracts
Amended to update legal references.
3. Policy 4-62/Evaluation: Licensed Personnel
Amended to update legal references.

Background Summary:

Policy revisions reflect the outcome from consideration by the Policy Review Committee.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of January 25, 2018

Budget Impact:

None

ADMINISTRATION

School Improvement Process

A. Goals

The goals of the School Improvement Process in the School Division are:

1. To collaborate with the community on school improvement.
2. To develop measurable objectives ~~that support-~~ that align with the strategic plan for the School Division and school specific needs which may include:
 - a. Raising student and school achievement in the core Standards of Learning disciplines;
 - b. Improving student and staff attendance;
 - c. Reducing the student drop-out rates;
 - d. Increasing the quality of instruction through professional development and licensure; and
 - e. Achieving the goal(s) and objectives of the School Division's strategic plan.
3. To seek continuous improvement in the schools.

B. Implementation

The School Improvement Process shall be implemented in the schools through activities of a School Planning Council, a Principal's Advisory Committee, an Instructional Leadership Team, and specific Action Teams. These bodies are integral in the development, ~~and~~ implementation and review of the schools' Plans for Continuous Improvement.

C. Operating Principles

The Superintendent shall establish guidelines for the operation of the School Planning Council and the Principal's Advisory Committee.

D. Oversight and Accountability

1. The Department of School Leadership shall be responsible for collecting information from school principals to verify compliance with School Board Policies and Division Regulations and for monitoring the development and implementation of schools' Plans for Continuous Improvement.

2. School Leadership will review each school's annual Plan for Continuous Improvement (PCI); and, in cooperation with school principals, will monitor the ~~student and staff~~ outcomes related to the PCI throughout the year.
3. The Department of Planning, Innovation and Accountability will be responsible for annually surveying School Planning Council members and Principal's Advisory Committee members. Based upon survey results, the Department of Planning, Innovation and Accountability will prepare an annual report to be provided to the School Board.
4. Annual Review and Report

The School Improvement Process shall provide opportunities for school staff and community representatives to review annually the extent to which the school has met its goals and objectives. The School Division and the Virginia Department of Education produce annual school report cards to report school and student performance data, and the School Division produces additional reports regarding student outcomes and publishes the data on its website for public viewing.

Legal Reference:

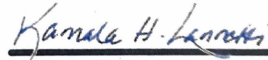
8VAC20-131-10, *et seq.*, as amended. Virginia Department of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement.

Adopted by School Board: October 20, 1992
Amended by School Board: September 2, 1997
Amended by School Board: January 19, 1999
Amended by School Board: November 5, 2002
Amended by School Board: May 9, 2006
Amended by School Board: February 5, 2008
Scrivener's Amendments: September 28, 2011
Scrivener's Amendments: August 15, 2013
Amended by School Board: December 3, 2013

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY



PERSONNEL

Licensed Personnel: Contracts

A. Contracts

A written contract, in a form prescribed by the Virginia Board of Education, shall be made by the School Board with each teacher employed by it, except those temporarily employed. Temporarily employed teachers will sign a Substitute Teacher Agreement, a Temporary Employment Agreement, or Short Term Employment Agreement, depending upon the nature of the employment. Such agreement will set forth the terms and conditions of employment and shall provide that there is no promise of continued or future employment by the School Board.

B. Special Covenants

Special covenants relating to each year's contract shall be sent to the teacher at the time the contract for the ensuing year is made. All contracts shall include as a provision or special covenant a condition that the terms of the contracts are issued contingent upon continued appropriation of funds (including receipt of federal and/or state funds) necessary to meet the contracts.

Editor's Note

See School Board [Policy 2-50](#) -Appointment/Reappointment and Reclassification
See School Board [Policy 4-1](#) Definitions

Legal Reference:

Code of Virginia, § 22.1-302, [as amended](#). Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and [requirementsregulations](#).

Code of Virginia, § 22.1-303, [as amended](#). Probationary terms of service for teachers.

Code of Virginia, § 22.1-304, [as amended](#). Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers.

Code of Virginia, § 22.1-305, [as amended](#). Nonrenewal of contract of probationary teacher.

Virginia Board of Education Regulations, "Regulations Governing Contractual Agreements with Professional Personnel-."

[Virginia Department of Education Regulations 8VAC20-441, as amended. Regulations Governing the Employment of Professional Personnel.](#)

Adopted by School Board: October 21, 1969
Amended by School Board: August 19, 1975
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: January 18, 2000
Amended by School Board: June 8, 2004

[Amended by School Board: 2018](#)

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti



PERSONNEL

Evaluation: Licensed Personnel

A. Procedure

The School Board shall develop a procedure for use by the Superintendent and other administrators to evaluate instructional personnel that is appropriate to the tasks performed by instructional personnel which shall be used by the Superintendent and administrators to evaluate instructional personnel. The process must address: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Delivery; 4) Assessment of and for Student Learning; 5) Learning Environment; 6) Professionalism; and 7) Student Academic Progress. The Superintendent shall provide the Board with a written recommended procedure for evaluation for the Board to consider and adopt.

B. Evaluator Training

Beginning September 1, 2000, principals must have received training provided by the Superintendent and his staff, pursuant to Virginia Code § 22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress. Assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also be trained in the evaluation and documentation of employee performance.

C. Probationary Employees

Appropriate administrative staff shall annually evaluate probationary teachers by using School Board developed procedures. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.

Editor's Note

See School Board Policy 4-56 for mentorship program for probationary teachers and financial incentives for excellence in teaching.

Legal Reference:

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. [School board policies manual](#).

Code of Virginia § 22.1-303.1, as amended. Immunity from civil liability for certain individuals.

Code of Virginia § 22.1-293, as amended. School Boards authorized to employ principals and assistant principals; licensed required; powers and duties.

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

Code of Virginia § 22.1-303. Probationary terms of service for teachers.

Virginia Department of Education. *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* (effective July 1, 2012).

Virginia Department of Education. *Virginia Standards for the Professional Practice of Teachers* (effective on July 1, 2012).

Adopted by School Board: March 18, 1975

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: March 7, 2000

Amended by School Board: February 8, 2005

Amended by School Board: December 4, 2012

[Amended by School Board: 2018](#)

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LEGAL SUFFICIENCY





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

Section: Action **Date:** March 27, 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 March 27, 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 MARCH 2018
ASSIGNED TO THE UNIFIED SALARY SCALE**

2017-2018

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

3/8/2018

Sheila I. Valero

Pre-Kindergarten Assistant

CREEDS

3/15/2018

Peggy S. Ulrey

School Office Associate II, 10 month

3/15/2018

Jennifer L. Dennison

Security Assistant

HERMITAGE

3/6/2018

Colleen N. Haley

Cafeteria Manager I

3/8/2018

Evangeline M. Palmer

Special Education Assistant

LINKHORN PARK

3/9/2018

Ashley E. Walter

Special Education Assistant

LYNNHAVEN

3/8/2018

Erika M. Fuentes

Custodian I, 10 month

OCEAN LAKES

3/15/2018

Maricela T. Fundalewicz

School Office Associate II, 12 month

RED MILL

3/8/2018

Sarah A. Boeding

Special Education Assistant

APPOINTMENTS - MIDDLE SCHOOL**INDEPENDENCE**

3/19/2018

Kimberly W. Hylenski

Security Assistant

LARKSPUR

3/8/2018

Jeffrey A. Sudderth

ISS Coordinator

APPOINTMENTS - HIGH SCHOOL**OCEAN LAKES**

3/8/2018

Summer D. Paradiso

Special Education Assistant

SALEM

3/15/2018

Renita L. Townsend

Cafeteria Assistant, 5.5 hours

APPOINTMENTS - MISCELLANEOUS**DEPARTMENT OF BUDGET AND FINANCE**

3/19/2018

Robin W. Lee

Executive Office Associate I

DEPARTMENT OF HUMAN RESOURCES

3/8/2018

Alyson Phillips

HR Marketing Specialist

3/22/2018

Tina L. Olds

Human Resources Associate

DEPARTMENT OF MEDIA AND COMMUNICATIONS

3/15/2018

Renee M. Earling

Administrative Office Associate I

DEPARTMENT OF TEACHING AND LEARNING

3/19/2018

Stephanie Middleton

Administrative Office Associate I

OFFICE OF FOOD SERVICES

3/15/2018

Allison R. Hunter-Barnard

Cafeteria Manager in Training, 6 hours

3/15/2018

Kimberly Y. Cockrell

Cafeteria Manager in Training, 6 hours

3/15/2018

Shajuana Vaughan

Cafeteria Manager in Training, 6 hours

SCHOOL/DEPARTMENT**POSITION****OFFICE OF SCHOOL PLANT SERVICES**

3/6/2018	Jeffrey T. Forbes	General Maintenance Craftsman III
3/13/2018	Tonia S. Watts	Painter Craftsman II

OFFICE OF TRANSPORTATION SERVICES

3/7/2018	Petra W. Bosma	Bus Driver, 6.5 hours
3/14/2018	Victoria M. Pace-Davis	Bus Assistant
3/15/2018	Joshua A. Evanyk	Fleet Technician I

RESIGNATIONS - ELEMENTARY SCHOOL**GLENWOOD**

3/2/2018	Reynaldo R. Dominguez	Custodian I, 10 month, night (health)
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JOHN B. DEY

6/18/2018	Deborah D. Layne Smith	Special Education Assistant (relocation)
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ROSEMONT

3/13/2018	Michelle L. Gordon	Cafeteria Manager I (expiration of long-term leave)
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WHITE OAKS

3/20/2018	Kerschel R. Sta. Maria	Technology Support Technician (accepted a private sector job)
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WINDSOR OAKS

6/18/2018	Andrea R. Williams	Kindergarten Assistant (personal reasons)
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RESIGNATIONS - MIDDLE SCHOOL**GREAT NECK**

3/5/2018	Clifford A. Rebultan	Custodian I, 12 month (career enhancement opportunity)
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KEMPSVILLE

3/13/2018	Diana Wilson	Cafeteria Assistant, 5 hours (regular contract to temporary)
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PLAZA

3/9/2018	Steven T. Williams	Custodian I, 12 month (career enhancement opportunity)
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RESIGNATIONS - HIGH SCHOOL**PRINCESS ANNE**

3/8/2018	Sheila Y. Frazier	Custodian I, 10 month, night (career enhancement opportunity)
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RESIGNATIONS - MISCELLANEOUS**OFFICE OF INTERNAL AUDIT**

4/4/2018	Kristen Arehart	Internal Auditor (personal reasons)
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OFFICE OF TRANSPORTATION SERVICES

3/2/2018	Gary L. Snead	Bus Assistant (relocation)
3/5/2018	Edward Hubbard	Bus Assistant (health)
3/15/2018	Charles M. Ellis	Bus Driver, 6.5 hours (career enhancement opportunity)
3/23/2018	Amy N. Bordner	Bus Driver, 6 hours (career enhancement opportunity)

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

6/15/2018

Jean Baker

Cafeteria Assistant, 4 hours

CHRISTOPHER FARMS

6/18/2018

Janet H. Nash

Physical Education Assistant

6/18/2018

Deborah J. Meer

Library Media Assistant

PROVIDENCE

6/18/2018

Linda Seybold

Kindergarten Assistant

RETIREMENTS - MIDDLE SCHOOL**BAYSIDE**

6/29/2018

Floyd L. Beale

Custodian I, 12 month, night

BAYSIDE 6TH GRADE CAMPUS

6/21/2018

Barbara A. Blair

School Office Associate II, 10 month

BRANDON

3/15/2018

Frances T. Banford

Library Media Assistant

GREAT NECK

6/18/2018

Kevin B. Harryman

Special Education Assistant

LARKSPUR

6/29/2018

Linda P. Wormley

Assistant Principal

RETIREMENTS - HIGH SCHOOL**COX**

6/21/2018

April B. Ewell

Custodian I 10 month, Night

FIRST COLONIAL

6/18/2018

Jan B. Gilman

Special Education Assistant

TALLWOOD

6/21/2018

Arturo A. Abille

Custodian I, 10 month, night

TECHNICAL AND CAREER EDUCATIONAL CENTER

6/29/2018

Lynn L. Hammond

School Office Associate II, 12 month

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

6/30/2018

Joyce R. McDowell

Coordinator of Special Education

OFFICE OF SCHOOL PLANT SERVICES

6/29/2018

Hershel Mack

HVAC Craftsman II

OFFICE OF TRANSPORTATION SERVICES

2/28/2018

Karen M. Gilmore

Bus Assistant

4/30/2018

Harold D. Rutherford

Fleet Technician II

OTHER EMPLOYMENT ACTIONS**NONE**

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT MARCH 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>			
<u>BAYSIDE</u> 3/8/2018	Robert A. Lawson	Special Education	Old Dominion University
<u>CREEDS</u> 3/14/2018	Amy L. Weaver	Grade 4	Gannon University, PA
<u>WHITE OAKS</u> 3/15/2018	Emma B. Osbourne	Special Education	Cambridge College, MA
<u>WINDSOR WOODS</u> 3/7/2018	Keyona S. Edwards	Special Education	Regent University
<u>WOODSTOCK</u> 3/15/2018	Megan D. Davis	Special Education	University of Denver
<u>APPOINTMENTS - MIDDLE SCHOOL</u>			
<u>BAYSIDE 6TH GRADE</u> 3/8/2018	Christine A. Craig	Grade 6 English	University of Illinois
<u>LANDSTOWN</u> 3/19/2018	Elizabeth A. Wantz	Grade 8 English	East Nazarene College, MA
<u>APPOINTMENTS - HIGH SCHOOL</u>			
<u>OCEAN LAKES</u> 3/8/2018	Lisa Van Petegem	Math	Texas A&M University, TX
<u>RENAISSANCE ACADEMY</u> 3/8/2018	Brook A. Ketchum	Health and Physical Education	Old Dominion University
			Chesapeake Public Schools
<u>APPOINTMENTS - MISCELLANEOUS</u>			
NONE			
<u>RESIGNATIONS - ELEMENTARY SCHOOL</u>			
<u>BAYSIDE</u> 6/18/2018	Rachel F. Bucher	Grade 5 (family)	
<u>GLENWOOD</u> 6/18/2018	Michaela M. Falvey	Kindergarten (personal reasons)	
<u>INDIAN LAKES</u> 6/18/2018	Kylie S. Driver	Special Education (family)	
<u>KINGSTON</u> 4/30/2018	Kirsten L. Steeves	Grade 4 (family)	
6/18/2018	Allison L. Boudreau	Grade 2 (continuing education)	
<u>WOODSTOCK</u> 3/16/2018	Bianca P. Harmon	Special Education (career enhancement opportunity)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>RESIGNATIONS - MIDDLE SCHOOL</u>			
<u>BAYSIDE</u>			
3/20/2018	Maureen J. Stolte	Reading Specialist (expired long-term illness)	
6/18/2018	Mark Garrett	Grade 7 (continuing education)	
<u>BRANDON</u>			
6/18/2018	Billie S. Wofford	Grade 8 (family)	
<u>CORPORATE LANDING</u>			
6/18/2018	Matthew S. Oliver	Health and Physical Education (career enhancement opportunity)	
<u>LANDSTOWN</u>			
3/16/2018	Christopher J. Leizear	Health and Physical Education (career enhancement opportunity)	
<u>LARKSPUR</u>			
6/18/2018	Giselle S. Herlan	Grade 8 (health)	
<u>LYNNHAVEN</u>			
6/18/2018	Carolynn M. Russell	Grade 7 (personal reasons)	
<u>PRINCESS ANNE</u>			
6/18/2018	Lisa M. Trojnar	Grade 7 (relocation)	
<u>RESIGNATIONS - HIGH SCHOOL</u>			
<u>BAYSIDE</u>			
6/18/2018	Jacob W. Mallett	Art (relocation)	
<u>COX</u>			
6/22/2018	Brennan F. McIntosh	School Counselor (transfer of spouse)	
3/9/2018	Roberta S. Farrington	Science (health)	
<u>GREEN RUN</u>			
6/18/2018	Cassandra N. Povio	Math (relocation)	
6/18/2018	Lisa Rosazza	Math (family)	
<u>GREEN RUN COLLEGIATE</u>			
6/18/2018	Emily A. Williams	Art (continuing education)	
<u>KEMPSVILLE</u>			
6/18/2018	Rachel L. Minnis	Math (relocation)	
6/18/2018	Richard Sabino	Science (personal reasons)	
<u>PRINCESS ANNE</u>			
6/18/2018	Xianghan W. Gordon	Special Education (family)	
<u>RENAISSANCE ACADEMY</u>			
6/18/2018	John F. Smith	Grade 7 (relocation)	
<u>RESIGNATIONS - MISCELLANEOUS</u>			
NONE			
<u>RETIREMENTS - ELEMENTARY SCHOOL</u>			
<u>ARROWHEAD</u>			
3/30/2018	Robyn H. Cashwell	Grade 5	
<u>BIRDNECK</u>			
6/18/2018	Lisa B. Baar	Grade 2	
<u>CENTERVILLE</u>			
6/18/2018	Marjorie A. Hobbs	Kindergarten	
<u>KING'S GRANT</u>			
6/18/2018	Cynthia E. Watrous	Grade 5	
<u>LINKHORN PARK</u>			
6/18/2018	Jill E. Simmelink	Physical Education	
<u>LYNNHAVEN</u>			
6/18/2018	Lori A. Horner	Grade 2	
<u>NEW CASTLE</u>			
6/18/2018	Roland Rountree	Grade 5	
<u>POINT O' VIEW</u>			
6/18/2018	Catherine G. Edmonds	Grade 4	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>ROSEMONT</u>			
6/18/2018	Candace A. Pace	Title I Resource	
<u>TRANTWOOD</u>			
6/18/2018	Marie K. Booz	Pre-Kindergarten	
6/18/2018	Tracey H. Halman	Grade 2	
<u>RETIREMENTS - MIDDLE SCHOOL</u>			
<u>KEMPSVILLE</u>			
6/18/2018	Joseph V. Alfonsi	Grade 6	
<u>LANDSTOWN</u>			
6/18/2018	Marcos Christodonte	Grade 8	
6/18/2018	Rose L. O'Malley	Grade 7	
<u>SALEM</u>			
6/18/2018	Jan M. Stallings	Special Education	
<u>RETIREMENTS - HIGH SCHOOL</u>			
<u>COX</u>			
6/18/2018	Cynthia A. Forbes	Music-Vocal	
<u>OCEAN LAKES</u>			
6/18/2018	Charles L. Brown	Social Studies	
<u>PRINCESS ANNE</u>			
3/30/2018	Angela F. Dunkailo	Special Education	
<u>TALLWOOD</u>			
6/18/2018	Margaret L. Harris	Social Studies	
6/18/2018	Susana L. Wong	Math	
<u>RETIREMENTS - MISCELLANEOUS</u>			
<u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u>			
6/18/2018	Marguerite A. Foster	Speech/Language Pathologist	
<u>OTHER EMPLOYMENT ACTIONS</u>			
<u>GREAT NECK</u>			
6/18/2018	Ken D. Yeatts	Spanish (Employee changed from retiring to resigning.)	

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

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



Subject: 2015-2020 Local Plan for Gifted Education Amendments Item Number: 12B

Section: Action Date: March 27, 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 Office of Programs for Exceptional Children

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

Recommendation:

That the School Board approve the proposed amendments to the 2015-2020 Local Plan for Gifted Education. The Local Plan was originally approved by the School Board on June 30, 2015.

Background Summary:

Each school division in Virginia is responsible for the development of a Local Plan that outlines the goals, philosophy, activities and expected results that structure gifted services. The Local Plan should demonstrate the division's compliance with *Regulations Governing Educational Services for Gifted Students [VR270-01-0002]*. The division continues to implement the 2015-2020 Local Plan for Gifted Education as approved by the School Board. However, since the original approval of the 2015-2020 Local Plan for Gifted Education by the School Board, there have been minor changes to structures and processes within the school division. The plan has been amended to reflect those changes. Amendments to the plan include: removal of references to Kemps Landing/Old Donation School (now known as only Old Donation School), updates to references about the hard copy/paper pencil referral process (which has moved to an online application process), changes to the title that had been Executive Director of Differentiated Academic Programs (now Executive Director of Office of Programs for Exceptional Children), and amendments to language about the ODS appeal process (which has moved from two level of appeals, to one central level of appeal). Attached, please see the amendments to the plan. Strikethroughs indicate deletions from the plan, and the blue font indicates amended language.

Source:

Regulations Governing Educational Services for Gifted Students [VR270-01-0002]

Budget Impact:

N/A

Virginia Beach City Public Schools

Local Plan for the Education of the Gifted

2015-2020

LEA#	128		
Superintendent	Dr. Aaron C. Spence		
Mailing Address	2512 George Mason Dr., Virginia Beach, VA 23456		
Gifted Education Coordinator/ Designee	Dr. Veleka S. Gatling	Title Address Telephone E-mail	Executive Director 2512 George Mason Dr. Virginia Beach, VA 23456 757-263-1405 Veleka.Gatling@vbschools.com
Local School Board Chairperson	Mr. Daniel D. Edwards		
Date Approved by School Board	June 30, 2015		

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

Virginia Beach City Public Schools

General Information regarding the Gifted Program in Virginia Beach City Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	Grades K-12
Specific Academic Aptitude (SAA)	Not Served
Career and Technical Aptitude (CTA)	Not Served
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	Grades 3-12
Visual and/or Performing Arts Aptitude (VPA) - Dance	Grades 3-12

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

The mission of the Virginia Beach City Public Schools Gifted Programs is to challenge students with differentiated interdisciplinary opportunities, to provide a flexible, innovative curriculum which promotes self-efficacy, productivity, creativity, and leadership, and to develop individual talents, special abilities, and a commitment to excellence.

The gifted education program in Virginia Beach City Public Schools is a kindergarten through grade twelve program based on the school division's philosophy of individual worth and empowerment of students through knowledge and skills for the future. Gifted students, because they learn quickly, require school experiences that are differentiated from the experiences provided for other students. They need learning experiences that provide deep and complex content, accelerated and enriched processes, and authentic and relevant products. These experiences need to be based on their readiness level, their interest, and their learning preference. Dynamic curriculum that deals with complex issues and requires probing for depth of learning provides the framework for gifted students to reach their academic potential.

Gifted students need support, encouragement, and opportunities to interact with other gifted students who naturally challenge one another. They require opportunities to pursue their particular interests, to share the results of these pursuits with real audiences, and to have products of their learning critiqued. For gifted students, this philosophy of empowerment through skills and knowledge demands curricular experiences designed to enhance the students' thinking abilities, academic proficiencies, and special talents.

The educational program for gifted students in Virginia Beach City Public Schools is based on the belief that gifted students need a dynamic learning environment. The values and beliefs reflected in the mission statement of the gifted program are realized through the program goals.

The program goals are:

- To develop an understanding of the characteristics which distinguish gifted and talented students from the general school population.
- To implement the Code of Virginia and the Board of Education Regulations Governing Educational Services for Gifted Students, including but not limited to the use of multiple criteria to identify gifted students.
- To provide continuous staff development for administrators, teachers and resource personnel.

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- To provide educational programs which will enable each gifted and talented student to develop his or her abilities to their fullest potential.
- To provide for continuous formative and summative evaluation of the program for the gifted and talented.
- To improve awareness and understanding of the gifted and talented program among school personnel, parents, and other community members.
- To develop a long-range division-wide plan for the future of gifted and talented education.
- To ensure that each school provides students identified as gifted with instructional programs taught by teachers with special training or experience in working with gifted students.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for ‘giftedness’ used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

Children who have been identified as gifted and talented (GT) have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit unusual performance capability in intellectual endeavors in one or more academic areas: mathematics, science, social studies, and/or language arts as assessed through multiple sources of information to include nationally norm referenced tests, a Gifted Behaviors Rating Scale, student work samples, and other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the program of studies in all subject areas.

In Virginia Beach City Public Schools, we ascribe to the tenets included in the 8 VA. ADMIN. CODE § 20-40-20 definition in relation to areas in which Virginia Beach identifies students for gifted services. “Gifted students” means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance or capabilities, which may include leadership.”

- Intellectual aptitude or aptitudes. Student readiness for gifted educational services is determined by multiple and varied criteria: referral information; parent recommendation and teacher information forms which include characteristics of gifted students and anecdotal notes based on observations; evidence of superior academic performance based on a norm-referenced assessment of aptitude; report cards and other achievement data.
- Visual arts aptitudes. Student readiness for gifted visual arts education services are determined by referral information; parent and teacher recommendation forms; portfolio/performance evidence indicating abilities and potential requiring a specialized program.
- Performing arts (dance) aptitudes. Student readiness for gifted dance education services are determined by referral information; parent recommendation form; audition/performance evidence indicating abilities and potential requiring a specialized program.

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

Goal Statement: To provide a systematic identification process that reflects the delivery of services

Objectives:

- Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).
- Continue to improve the delivery of gifted program information to parents and community members.
- Increase the number of opportunities for screening and/or assessments for gifted services completed each school year.
- Continue to increase identification for gifted services among underrepresented groups.
- Increase awareness of gifted program offerings for students gifted in dance and visual arts.
- Explore gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels.

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A

Gifted Plan Component ...	Identification			
Goal Statement ...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).	<ul style="list-style-type: none"> • Translate the referral form into multiple languages to attend to the diversity of the population in Virginia Beach City Public Schools. • Utilize and expand available resources and technologies (Alert Now, Twitter, and school websites) to share information about the gifted identification process. • Utilize ESL teachers and community members including foreign language teachers as a resource for non-English speaking parents. • To enhance student-learning opportunities, utilize gifted resource teachers as the point of contact for parents of students for whom English is a second language. • Collaborate with the Department of Teaching and Learning to develop a process to apprise ESL teachers regarding referral and identification procedures. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing ongoing Fall 2016	Gifted program communication with ESL students and parents is improved.

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Gifted Plan Component ...	Identification			
Goal Statement ...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL). (Continued)	<ul style="list-style-type: none"> • Provide opportunities for representatives from Gifted Education to meet with diverse community groups following collaboration with the Office of Opportunity and Achievement Equity Affairs and the Department of Media and Communications. • Explore the inclusion of ESL teachers as members of the Gifted Education Identification and Placement Committee. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing Fall 2016	Gifted program communication with ESL students and parents is improved.
Continue to improve the delivery of gifted program information to parents and community members.	<ul style="list-style-type: none"> • Utilize media resources for varied program information including deadlines (such as school websites, newspaper and online news, email, school marquees, VBTv, Twitter, Newsletters, Apple-A-Day, and other division-wide publications). • Create a video tutorial on the Virginia Beach City Public Schools website to assist parents in understanding the referral application and identification processes. • Develop and update annually a training module/tutorial to inform parents in completing the parent recommendation form as part of the gifted referral. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing Fall 2015 ongoing	Delivery of gifted program information to parents and community members is improved.

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Gifted Plan Component ...	Identification			
Goal Statement ...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to improve the delivery of gifted program information to parents and community members. (Continued)	<ul style="list-style-type: none"> • Create a narrated presentation of the Dance Education program expectations and characteristics for parents to access online or to be shown at school and community functions. • Create a narrated presentation that updates/modifies the current module for the Gifted Visual Arts program for parents to access online or to be shown at school and community functions. • Make available gifted testing data to parent/guardian on Parent Portal. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning Technology	October 2015 October 2015 Fall 2015	Delivery of gifted program information to parents and community members is improved.
Increase the number of opportunities for screening and/or assessments for gifted services completed each school year.	<ul style="list-style-type: none"> • Analyze student testing data in grades 6-12 to determine potential candidates for referral for gifted programs. • Develop processes for use at the building level (Kindergarten through Grade 12) to ensure that all students are given opportunities for consideration for gifted services. • Continue the systematic review of student achievement data at the secondary levels for possible referral for gifted services. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	October 2015 Fall 2015 ongoing	Number of opportunities for screening and/or assessments for gifted services increased.

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Gifted Plan Component...	Identification			
Goal Statement...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Position Responsible	Date Due	Expected Results
Continue to increase identification for gifted services among underrepresented groups.	<ul style="list-style-type: none"> Update and incorporate the “Gifts, Talents, and Opportunities” training module with emphasis on underrepresented populations as part of the mandatory annual training required by the Virginia Beach school division. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Fall 2019	Identification for gifted services of underrepresented groups will increase.
	<ul style="list-style-type: none"> Communicate timelines and deadlines for all applications, gifted identification, and appeals processes utilizing technologies (Alert Now, Twitter, school websites). 		ongoing	
	<ul style="list-style-type: none"> Conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps-Landing/Old Donation School. 		ongoing	

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Gifted Plan Component...	Identification			
Goal Statement...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Position Responsible	Date Due	Expected Results
Continue to increase identification for gifted services among underrepresented groups (Continued).	<ul style="list-style-type: none"> Improve understanding among school level personnel of how cultural differences may impact identification for gifted services. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing	Identification for gifted services of underrepresented groups will increase.
	<ul style="list-style-type: none"> Offer PLP courses on the characteristics of the gifted with an emphasis on underrepresented populations for school personnel as they work towards the goal of enhancing instructional pedagogy. 		ongoing	
	<ul style="list-style-type: none"> Continue to offer parent meetings and support at each school level in communicating gifted program offerings. 		ongoing	

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	<ul style="list-style-type: none">• Continue to improve communication of gifted service options in order to engage parents/ guardians from underrepresented populations so that student learning opportunities may be enhanced.		ongoing	
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Gifted Plan Component...	Identification			
Goal Statement...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Position Responsible	Date Due	Expected Results
Increase awareness of gifted program offerings for students gifted in dance and visual arts.	<ul style="list-style-type: none"> Collaborate with the Office of Opportunity and Achievement Equity Affairs regarding the promotion of gifted program opportunities for underrepresented populations. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Fall 2015	Awareness of program offerings for students gifted in dance and visual arts.
	<ul style="list-style-type: none"> Develop and utilize a training module for classroom teachers, physical education teachers and their assistants on the characteristics of students gifted in dance. 		Fall 2015	
	<ul style="list-style-type: none"> Update and utilize a training module for classroom and visual arts teachers on the characteristics of students gifted in visual arts. 		Fall 2015	

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Gifted Plan Component...	Identification			
Goal Statement...	To provide a systematic identification process that reflects the delivery of services.			
Objectives	Activities	Position Responsible	Date Due	Expected Results
Explore gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels.	<ul style="list-style-type: none"> Explore the feasibility and need for gifted identification in specific academic aptitudes at the secondary level. Explore the feasibility of and need for the addition of gifted identification in music at the elementary and middle school levels. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing	Gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels will be explored.

B. Delivery of Services:

Goal Statement: Provide a comprehensive continuum of services which address the needs of all identified gifted students.

Objectives:

- Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.
- Ensure that delivery of services are in alignment with gifted identification components.
- Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.
- Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.
- Construct methods of support for students identified in the gifted visual and performing arts
- Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in Virginia Beach City Public Schools.
- Continue to increase appropriate evidence-based enrichment offerings for all identified gifted students.

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.	<ul style="list-style-type: none"> Explore opportunities that will provide ongoing communication among gifted staff, GRTs, building administrators, teachers and community members in order to understand, promote, and advocate for all components of the program. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing	Gifted services are research- based and provide effective rigorous program options that challenge all gifted learners.
	<ul style="list-style-type: none"> Continue to work collaboratively with building administrators to ensure effective implementation of gifted program services to promote equitable delivery of gifted services. 		ongoing	
	<ul style="list-style-type: none"> Explore the feasibility of a summer PLP institute for classroom-cluster teachers that communicates gifted pedagogies, characteristics of gifted learners, and gifted instructional models with workshop offerings vetted through the Office of Programs for Exceptional Children Office- of Differentiated Academic- Programs and Professional- Learning 		ongoing	

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students. (Continued)</p>	<ul style="list-style-type: none"> • Explore opportunities to expand the Emerging Scholars Initiative into the middle schools. • Provide support to Kemps-Landing Old Donation School during the transition to the new 2-8 campus. • Ensure that curriculum development at Kemps-Landing Old Donation School continues to evolve and address the needs of diverse learners. • Develop a model for gifted services at the Renaissance Academy that ensures meeting the cognitive and affective needs of the gifted students. • Investigate models of effective communication to support transitions between home schools and Renaissance Academy. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>Fall 2016</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Fall 2017</p>	<p>Gifted services are research- based and provide effective rigorous program options that challenge all gifted learners.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students. (Continued)</p>	<ul style="list-style-type: none"> • Ensure that school principals and gifted resource teachers provide program services in grades 9-12 that include: <ul style="list-style-type: none"> ○ Cluster grouping ○ Inquiry-based learning ○ Experiential-learning ○ Collaboration ○ Curriculum development ○ Differentiation of instruction ○ Professional development ○ Student advocacy ○ Seminar courses ○ Parent education ○ Community outreach ○ Enrichment ○ Program communication • Expand collaborations with the Technical and Career Education (TCE) and Advanced Technology Center (ATC) to increase access and expand opportunities for gifted learners. • Collaborate with TCE and ATC staff to promote course offerings and certifications to parents and gifted students. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Gifted services are research- based and provide effective rigorous program options that challenge all gifted learners.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Ensure that delivery of services are in alignment with gifted identification components.	<ul style="list-style-type: none"> • Provide opportunities for gifted students to reveal their potential for exceptional performance as critical thinkers, creative producers, analytical thinkers, and intense learners. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing	Delivery of services are in alignment with gifted identification components.
	<ul style="list-style-type: none"> • Respond to social-emotional characteristics through curriculum and instruction. 		ongoing	
	<ul style="list-style-type: none"> • Provide opportunities for students to work in areas of interest to offer personalized learning with consideration of learner profile and readiness. 		ongoing	

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.	<ul style="list-style-type: none"> • Seek opportunities for GRTs to be involved in educational planning and course selection for identified gifted learners. • Design and implement a plan that builds on previous work to retain minority students in all gifted programs. • Continue to collaborate with Office of Programs for Exceptional Children to provide appropriate special education services in all delivery of services models, including Kemps Landing/Old Donation School. • Continue to build awareness of the needs of dually identified gifted students among all stakeholders, with special attention to both academic and behavioral needs. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing ongoing	Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. (Continued)</p>	<ul style="list-style-type: none"> • Ensure that classroom teachers with clusters of gifted learners attend staff development sessions provided by gifted resource teachers on a regular basis focused on: <ul style="list-style-type: none"> ○ needs of gifted learners ○ curriculum and instruction differentiation ○ gifted pedagogies and ○ balanced assessment • Select, adapt, and use a repertoire of instructional strategies that differentiate for diverse students. • Maintain K-1 Emerging Scholar Initiative services in all Title I elementary schools to ensure early and equitable identification of giftedness and/or potential to ensure the development of student abilities. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. (Continued)</p>	<ul style="list-style-type: none"> Explore an expansion of processes from the Emerging Scholar Initiative into secondary schools to ensure equitable identification of giftedness and/or potential. Create a talent pool to support and develop potential for students in grades 2-8 based on qualitative data via anecdotal notes, with special attention focused on the transition between elementary, middle, and high school. Review the current uses of Response to Intervention (RTI)/ Virginia Tiered System of Support (VTSS) within the gifted program and determine efficacy and use with gifted learners. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. (Continued)	<ul style="list-style-type: none"> Design interventions to develop cognitive and affective growth that align with RTI goals and that based on research of effective practices for gifted students. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing	Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.
	<ul style="list-style-type: none"> Collaborate with school counselors using the underachievement data report and develop effective uses of underachievement data to reduce the number of underachieving students. 		ongoing	
	<ul style="list-style-type: none"> Determine the best practices of underachievement data use in VBCPS and replicate those practices to advocate and support underachieving gifted students. 		ongoing	
	<ul style="list-style-type: none"> Provide role models through mentors and bibliotherapy that match students' ability. 		ongoing	

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.	<ul style="list-style-type: none"> Cultivate mentorships, especially for African American males, in order to give student the support of role models and real world experiences. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing	Services and interventions provided to support and develop social-emotional growth for all identified gifted students.
	<ul style="list-style-type: none"> Build partnerships with guidance department, special education department and administration to support affective needs of students. 		ongoing	
	<ul style="list-style-type: none"> Seek opportunities to share resources (books, materials, etc.) with stakeholders. 		ongoing	
	<ul style="list-style-type: none"> Use curriculum to address the social skills needed for school, community, and the world of work. 		ongoing	
	<ul style="list-style-type: none"> Establish a safe and welcoming climate for addressing social issues and for developing personal responsibility, with a focus on asynchronous development. 		ongoing	

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students. (Continued)</p>	<ul style="list-style-type: none"> • Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as: <ul style="list-style-type: none"> ○ Engagement/achievement ○ Stress ○ Individualization ○ Peers ○ Perfectionism/fear of failure ○ Culturally diverse learners ○ Gender ○ Twice-exceptional learners ○ Decision-making skills ○ Organization/time management ○ Academic blueprints (including appropriate class placement, including TCE and ATC) ○ College/career (including expectations, multi-potentiality, and school-to-work opportunities) 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p>	<p>Services and interventions provided to support and develop social-emotional growth for all identified gifted students.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students. (Continued)</p>	<ul style="list-style-type: none"> Utilize the Keys to Achievement websites for self-regulation, mindset and motivation as a resource for all stakeholders. Continue to explore additional development of gifted websites to support the dissemination of information to parents. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>ongoing</p>	<p>Services and interventions provided to support and develop social-emotional growth for all identified gifted students.</p>

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Construct methods of support for students identified in the gifted visual and performing arts.	<ul style="list-style-type: none"> Place students identified in the visual and performing arts in cluster classrooms/teams in grades 3-8. Form collaborative partnerships among GRTs, school counselors, and building administrators to support academic scheduling of students participating in off-site gifted programs. Form collaborative partnerships among GRTs, school counselors, classroom teachers and building administrators to support the academic and social emotional needs of students participating in off-site gifted programs. Develop communication systems to support needs of students in the programs and during transition years with particular emphasis in grades 5 and 8. Enhance and implement a plan to retain art and dance students in their respective programs. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing ongoing Fall 2017	Gifted visual and performing arts students have increased support in their respective programs.

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in Virginia Beach City Public Schools.	<ul style="list-style-type: none"> Examine gifted identification trends at elementary, middle, and high school levels to determine additional staffing needs. Advocate for a gifted resource teacher position at Renaissance Academy. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing	Staffing monitored in order to ensure equitable staffing to identify and serve the gifted population in Virginia Beach City Public Schools.

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Gifted Plan Component ...	Delivery of Services			
Goal Statement ...	Provide a comprehensive continuum of services which address the needs of all identified gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to increase appropriate evidence-based enrichment offerings for all identified gifted students.	<ul style="list-style-type: none"> Promote summer enrichment offerings available through public and private organizations. Provide environments for developing many forms of leadership and leadership skills. Facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes. Expand student enrollment and participation in independent study and in the blended online courses, such as Sparks and Think Tank. Promote opportunities for students to participate in service learning. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing ongoing	Meaningful and authentic enrichment opportunities increased for all gifted learners.

C. Curriculum and Instruction:

Goal Statement: Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.

Objectives:

- Continue to develop and/or refine concept-based curriculum units based on themes, issues, and real-world problems with a focus on integration.
- Continue to develop and/or refine high quality, authentic performance-based assessments and rubrics infusing gifted program benchmarks K-12.
- Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners.
- Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production.
- Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness.
- Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.
- Continue collaborative partnerships for the purpose of planning, modifying, and improving curriculum and instruction for gifted learners.
- Continue to communicate student outcomes based on gifted program benchmarks K-12 to students, parents, or legal guardians of gifted learners.
- Construct opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.
- Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures.
- Develop opportunities for gifted learners to demonstrate personal and social responsibility and to strengthen leadership skills.

C

Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to develop and/or refine concept-based curriculum units based on themes, issues, and real-world problems with a focus on integration.	<ul style="list-style-type: none"> • Continue to assess, refine, and develop gifted curriculum that is integrated through concepts and/or contemporary issues/themes. • Continue to revise and/or develop gifted curriculum that focuses on the development of globally competitive skills and global interdependence. • Continue to refine Kemps-Landing Old Donation School curriculum to emphasize integration of curriculum using a conceptual framework and the Curriculum of Connections from the Parallel Curriculum Model. • Continue to expand the use of problem-based and inquiry-based models and experiential learning opportunities in gifted curriculum. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing	Gifted curriculum is conceptually based, integrated, and based on themes, issues, and real world problems.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to develop and/or refine high quality, authentic performance-based assessments and rubrics infusing gifted program benchmarks K-12.	<ul style="list-style-type: none"> • Revise and/or develop formative and summative assessments and rubrics to ensure that there is purposeful infusion of gifted curriculum benchmarks and indicators. • Continue to revise formative and summative assessments and rubrics to ensure that they are of high quality and are authentic to the discipline. • Use experts in the field for authentic feedback as appropriate to enhance student achievement. • Ensure that all curriculum for gifted learners focuses on all three gifted benchmarks goals. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic- Programs and- Professional- Learning	ongoing ongoing ongoing ongoing	Gifted curriculum benchmarks are embedded in performance-based assessments and rubrics. Rubrics serve as a tool in reporting the academic growth of gifted learners to parents and students.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners.	<ul style="list-style-type: none"> • Continue to use curriculum compacting as a form of curriculum modification. • Continue to provide opportunities for acceleration in gifted learners' areas of strength. • Continue to refine structures and processes for organizing independent study in order to support personalized learning. • Continue to develop gifted curriculum units of study based on the <i>Parallel Curriculum Model</i>: Core Curriculum, Curriculum of Identity, Curriculum of Connections, and Curriculum of Practice. • Continue to ensure that curriculum for gifted learners includes the development of interpersonal and process skills (i.e., decision making, resilience, organization, time-management, and self-efficacy). 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing ongoing	Gifted curriculum attends to the cognitive and affective needs of gifted learners.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners. (Continued)	<ul style="list-style-type: none"> Continue to use gifted education research and local data on gifted underachievement to identify effective models and strategies to support the reversal of the cycle of underachievement. Incorporate these techniques (noted in previous bullet) into curriculum and instruction across all gifted program areas. Continue to seek opportunities for collaboration between gifted staff and school counselors to ensure that the affective needs of gifted learners are met. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing	Gifted curriculum attends to the cognitive and affective needs of gifted learners.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production.	<ul style="list-style-type: none"> • Incorporate technology as an instructional design tool using a variety of blended learning platforms (e.g., Edmodo, streaming tools, and discussion boards). 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs	ongoing	Expanded use of technology is evident as a tool for teaching, learning, and production.
	<ul style="list-style-type: none"> • Continue to use SharePoint at the Kemps Landing/Old Donation School to manage curriculum documents, provide feedback to teachers, and organize performance-based assessments. 		ongoing	
	<ul style="list-style-type: none"> • Explore other platforms to manage curriculum documents, provide feedback to teachers (including gifted resource teachers) and organize performance-based assessments. 		ongoing	
	<ul style="list-style-type: none"> • Continue to incorporate technology standards into gifted curriculum through ongoing collaboration with library media specialists and computer resource specialists. 		ongoing	

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production. (Continued)	<ul style="list-style-type: none"> Continue to provide opportunities for gifted learners to participate in video conferences with other gifted students, real-world professionals, mentors, and members of the global community. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing	Expanded use of technology is evident as a tool for teaching, learning, and production.
	<ul style="list-style-type: none"> Require technology to be a part of all gifted curriculum as appropriate and provide options for students to use technology as a tool for learning and production and to personalize learning. 		ongoing	
	<ul style="list-style-type: none"> Incorporate technology as a tool for learning and production into all inquiry-based and research-based units of study. 		ongoing	

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness.	<ul style="list-style-type: none"> Continue to promote and use models and strategies that support the development of critical and creative thinking and problem solving (e.g., Project Clarion, Project M2 and M3, IIM, and Creative Problem Solving 6.1 Model). Continue to incorporate independent studies and independent research opportunities within units of study for students who may be compacted out of a unit (or part of a unit) based on pre-assessment or formative assessment data. Continue to explore and provide opportunities for gifted learners to participate in experiential and service learning endeavors both in and outside of the curriculum. Continue to incorporate Paul's Reasoning Model in gifted curriculum and instruction as a means to develop student abilities in critical 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	Inquiry and research skills and global awareness are developed in gifted curriculum through the use of critical and creative thinking and problem solving.

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	thinking, research, and written communication.			
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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness. (Continued)	<ul style="list-style-type: none"> Continue to incorporate the use of Curriculum of Practice as a tool for students working as practitioners in authentic situations. Incorporate problem-based and project-based learning as a means to develop global awareness. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing	Inquiry and research skills and global awareness are developed in gifted curriculum through the use of critical and creative thinking and problem solving.
Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.	<ul style="list-style-type: none"> Identify and utilize effective structures to model and to teach in order for gifted learners to develop effective communication and collaboration skills. Construct opportunities for gifted learners to collaborate with experts in a variety of diverse fields. Revise curriculum to embed opportunities for gifted learners to communicate in a variety of authentic formats. Revise curriculum to embed opportunities to collaborate with diverse groups within the school, 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Spring 2017 ongoing ongoing ongoing	Communication and collaboration skills are developed and strengthened.

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	community, and beyond as a means to establishing a culture of respect.			
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Gifted Plan Component ...	Curriculum Development				
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue collaborative partnerships for the purpose of planning, modifying, and improving curriculum and instruction for gifted learners.	<ul style="list-style-type: none"> Continue to use results from the Data-driven Improvement Planning Process collaboratively with gifted teaching colleagues and classroom teachers as a way to analyze and refine curriculum, instruction, and assessment. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic- Programs and Professional Learning	ongoing	Planning, modifying, and improving gifted curriculum and instruction is supported by collaborative partnerships	
	<ul style="list-style-type: none"> Continue to develop collaborative partnerships among gifted staff, library media specialists, and computer resource specialists in order to infuse globally competitive skills into curriculum and instruction. 		ongoing		
	<ul style="list-style-type: none"> Continue to develop collaborative partnerships among gifted staff and school counselors to meet the affective needs of gifted students. 		ongoing		

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to communicate student outcomes based on gifted program benchmarks K-12 to students, parents, or legal guardians of gifted learners.	<ul style="list-style-type: none"> Continue to report the revision and implementation of gifted curriculum and resources as a means of communicating with parents. Continue to embed gifted curriculum benchmarks and indicators as an integral part of the language used in rubrics. Continue to provide opportunities for student self-reflection, with an emphasis on goal setting, in rubric design. Develop a consistent set of tools and procedures for the development and use of gifted learner portfolios to demonstrate evidence of growth with regard to gifted curriculum goals and benchmarks. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing June 2018	Gifted student outcomes are communicated to students, parents, or legal guardians.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Construct opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.	<ul style="list-style-type: none"> • Purposefully infuse the <i>Parallel Curriculum Model's</i> Curriculum of Identity into existing and/or newly developed units of study. • Incorporate strategies and instructional approaches that assist students in understanding their preferred ways of learning (e.g., interest inventories and learner profiles). • Provide opportunities for gifted learners to explore topics of interest through independent study. • Construct opportunities for gifted learners to engage in meaningful reflection that allows for personal goal setting and growth. • Attend to Virginia Beach City Public Schools' Gifted Benchmark Goal 3 (To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding) by incorporating benchmarks associated with this goal in curriculum, instruction, and assessment. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing ongoing	Gifted learners' self-identity is strengthened and understood.

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures.	<ul style="list-style-type: none"> • Develop and use culturally responsive curriculum that enables students of diverse cultures to identify and connect with curricular content. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Spring 2017	Understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures is developed.
	<ul style="list-style-type: none"> • Develop awareness of the cultural diversity among students and respond by planning learning opportunities that are responsive and respectful. 		ongoing	
	<ul style="list-style-type: none"> • Develop real world activities that focus on a variety of diverse beliefs and cultures. 		ongoing	
	<ul style="list-style-type: none"> • Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications. 		ongoing	

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Gifted Plan Component ...	Curriculum Development			
Goal Statement ...	Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Develop opportunities for gifted learners to demonstrate personal and social responsibility and to strengthen leadership skills.	<ul style="list-style-type: none"> • Incorporate personal management tools and dispositions (e.g., Sequencing SML, goal setting, Growth Mindset, and Habits of Mind) in gifted curriculum, instruction, and assessment as a means to develop personal responsibility, decision making and resilience. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic- Programs and Professional- Learning	ongoing	Opportunities for gifted learners to demonstrate personal and social responsibility and leadership skills are developed.
	<ul style="list-style-type: none"> • Provide opportunities for students to initiate action and demonstrate social responsibility by seeking partnerships with community resources. 		ongoing	
	<ul style="list-style-type: none"> • Promote opportunities for leadership within the community to affect positive change (e.g., service learning). 		ongoing	
	<ul style="list-style-type: none"> • Provide experiences for gifted students to learn the concepts associated with leadership and construct opportunities for students to develop, strengthen, and utilize leadership skills. 		Spring 2016	

D. Professional Development:

Goal Statement: Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.

Objectives:

- Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs.
- Continue to implement a comprehensive professional development plan with opportunities for all instructional staff to gain a more comprehensive understanding of twice-exceptional students and their social-emotional, and academic needs.
- Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).
- Continue to provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members.
- Continue to provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners.
- Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at ~~Kemps Landing~~/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.
- Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping.
- Continue to provide opportunities for collaboration between gifted staff and administrators, school counselors, special education teachers, library media specialists, and computer resource teachers in order to develop engaging, inspiring, challenging, and differentiated learning experiences.
- Provide differentiated training on integrating the use of student growth measures, the Data-driven Improvement Planning Process (DDIPP), and the gifted curriculum benchmarks into a balanced assessment system within the provided curriculum.
- Develop and implement a plan for gifted students as they transition from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs.	<ul style="list-style-type: none"> Continue to conduct the “turn-key” professional development session on gifted behaviors, referral, identification, and services every two to three years to all Virginia Beach City Public Schools (VBCPS) instructional staff. Utilize media and/or a web-based platform. Conduct a professional development session for gifted staff where instructional strategies are aligned with characteristics including students’ academic and social-emotional needs. Provide training using case studies/videos to assist in identifying characteristics and addressing specific needs. Continue to model and implement strategies for reversing the cycle of underachievement in gifted learners as gaps are recognized, monitored, and addressed. Increase advocacy for students gifted in the arts through learning walks, performance attendance, and collaboration with all stakeholders. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing Spring 2018 Spring 2018 ongoing Spring 2016	Professional development is provided for instructional staff on the characteristics and needs of gifted learners.	

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Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs. (Continued)	<input type="checkbox"/> Have students share (on a panel, in an interview) their experiences with gifted education to teach instructional staff about their educational experiences in order to examine and refine current practices. <input type="checkbox"/> Provide professional development which includes a variety of guest speakers (e.g., professionals, parents, therapists, and successful teachers) in order to strengthen learning opportunities for students.	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office-of- Differentiated- Academic Programs- and Professional- Learning	Spring 2017 ongoing	Professional development is provided for instructional staff on the characteristics and needs of gifted learners.

Virginia Beach City Public Schools

Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue to implement a comprehensive professional development plan with opportunities for all instructional staff to gain a more comprehensive understanding of twice-exceptional students and their social-emotional, and academic needs.	<ul style="list-style-type: none"> • Offer professional development for all staff developed collaboratively between gifted, guidance, and special education departments; consider online format. • Continue to organize learning walks/observations to provide hands-on training and reflection opportunities for gifted staff members as they advocate for the twice-exceptional learner. • Organize professional development to include the use of case studies and specific examples to show what teaching twice-exceptional students effectively looks like in practice; consider online format. • Expand collaboration between school counselors, special education staff, and gifted staff to include book studies, article studies, and research. • Continue to work collaboratively with the Office of Programs for Exceptional Children to develop and implement a comprehensive professional development plan that encourages shared knowledge and collaboration among gifted resource teachers and special education teachers. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing Spring 2018 ongoing ongoing	Instructional staff members understand the characteristics and needs of twice-exceptional learners and are provided professional development opportunities to help them meet the needs of twice-exceptional learners.	

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Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).	<ul style="list-style-type: none"> Examine and share data from under-represented groups in order to reflect upon and refine current practice. Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for unique characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population. Model/share examples of multicultural, culturally conscious instruction, along with a rationale for providing it; consider online format. Collaborate with the Office of Opportunity and Achievement Equity Affairs when developing professional development opportunities for all staff Have students in these populations share (on a panel, in an interview) their experiences with gifted education to teach instructional staff about their educational experiences in order to examine and refine current practices. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing Spring 2017	Teachers, guidance counselors, administrators and gifted resource teachers are knowledgeable of the gifted characteristics, identification processes, and are aware of the needs of under-represented populations.

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
<p>Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).</p> <p>(Continued)</p>	<ul style="list-style-type: none"> Continue to conduct staff development for gifted resource teachers, teachers at Kemps Landing/Old Donation School, administrators, and school counselors on the unique characteristics of under-represented and under-resourced populations. Offer mock identification and placement sessions for interested schools with a focus on the referral form and consideration of all subgroups of the general population. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning</p>	<p>ongoing</p> <p>ongoing</p>	<p>Teachers, guidance counselors, administrators and gifted resource teachers are knowledgeable of the gifted characteristics, identification processes, and are aware of the needs of under-represented populations.</p>	

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue to provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members.	<ul style="list-style-type: none"> • Provide updated/new resources with the necessary and applicable training to support the initiatives in this plan; model the use of resources along with specific examples of how to use them. • Differentiate professional development opportunities in order to scaffold for new teachers of the gifted and enrich opportunities for experienced staff members. • Create a video library of teachers effectively using gifted resources and methods that emphasize student-centered instruction for the purpose of professional development. • Include accomplished teachers in training sessions where they can model/share their work with the various resources. • Continue to encourage collaboration among gifted staff on the implementation of resource materials in the context of curriculum, instruction, and assessment using monthly professional development time as appropriate. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing Spring 2020 ongoing ongoing	Professional development resources and experiences are differentiated.	

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue to provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners.	<ul style="list-style-type: none"> Continue to collaborate with local colleges and universities to develop courses/classes to meet the needs of VBCPS teachers. Continue to implement a plan that staff will follow in securing gifted endorsement. Explore feasibility of creating a series of courses for personnel not seeking the gifted endorsement in order to support their efforts to become more versed in meeting the needs of gifted and/or high ability learners. Continue to encourage gifted resource teachers and administrators to work collaboratively on professional development to meet site-specific needs. Provide ongoing education/training for building administrators on the effective use of their gifted resource personnel. Continue to ensure regularly scheduled time for training and planning opportunities for the development of differentiated educational programs. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing Spring 2019 ongoing ongoing	Opportunities to extend staff knowledge and understanding of gifted learners and meeting their needs is supported through a variety of professional development activities including graduate level study and professional development activities.	

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Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners. (Continued)	<ul style="list-style-type: none"> Continue to provide release time for gifted resource teachers monthly to take part in planned professional development. Continue to provide funds for gifted staff to attend professional conferences in the area of gifted education and curriculum development. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs- and Professional- Learning	ongoing ongoing	Opportunities to extend staff knowledge and understanding of gifted learners and meeting their needs is supported through a variety of professional development activities including graduate level study and professional development activities.

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Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps-Landing /Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.	• Integrate the VBCPS 2020 Strategic Plan into the differentiation of curriculum and instruction to support continuous improvement and the implementation of a balanced assessment system.	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs- and Professional- Learning	ongoing	Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.
	• Continue to implement a two-year induction process for new gifted resource teachers that includes mentors, differentiated professional development, site-visits, and specific feedback on performance.		ongoing	
	• Continue to collaborate with the Renaissance Academy, Technical and Career Education, Guidance Services, and the Department of Technology in order to align initiatives in support of student achievement and aspirations.		ongoing	
	• Continue to emphasize the use of gifted curriculum benchmarks and indicators in K-12 curriculum and instruction through differentiated professional development activities.		ongoing	

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
<p>Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps-Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.</p> <p>(Continued)</p>	<ul style="list-style-type: none"> • Provide professional development to support the use of gifted curriculum benchmarks and indicators in K-12 curriculum and instruction as a means to communicate student growth to stakeholders. • Continue to train teachers on the infusion of gifted pedagogical practices and tools/ resources for critical and creative thinking in VBCPS curriculum and instruction. • Continue to provide training on the implementation of effective and innovative pedagogical practices that maximize rigor and engagement to support instructional decision-making focused on gifted student growth and opportunities for challenge, to include: integration through concepts and/or contemporary issues/themes, differentiation, conceptually based curriculum, inquiry-based opportunities, experiential learning, STEM/STEAM, enrichment, Problem-based Learning, Project-based Learning, global awareness and competitive skills, curriculum compacting, service learning, Paul's Reasoning Model, and <i>The Parallel Curriculum Model</i>. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of- Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.</p>	

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Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
<p>Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps-Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.</p> <p>(Continued)</p>	<ul style="list-style-type: none"> Continue to provide training on the implementation of pedagogical practices to support personalized learning via differentiation, student-centered instruction, independent study, and acceleration while promoting the development of interpersonal skills, responsible decision-making, and resilience. Develop a training plan to assist gifted staff in the integration of social-emotional learning strategies into the K-12 curriculum. Continue to provide training on under-represented populations: twice-exceptional and under-resourced populations. Facilitate opportunities for all gifted staff members (e.g., resource teachers, Kemps-Landing/Old Donation School teachers, cluster teachers, central office staff) to work collaboratively, share successes, problem solve, and assess program effectiveness. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs and Professional- Learning</p>	<p>ongoing</p> <p>Spring 2018</p> <p>ongoing</p> <p>ongoing</p>	<p>Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.</p>	

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Gifted Plan Component ... Goal Statement ...	Professional Development Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps-Landing /Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors. (Continued)	<input type="checkbox"/> Develop a training plan to implement the inclusion of students as collaborators when making instructional decisions. <input type="checkbox"/> Develop a training plan to foster expertise in differentiation according to the social-emotional needs of gifted students to include communication and collaborative skills, leadership skills, empathy, social responsibility with special attention to asynchronous development.	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs and Professional- Learning	Spring 2017 Spring 2018	Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.

Virginia Beach City Public Schools

Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping.	<ul style="list-style-type: none"> Continue to leverage technology to create and provide professional development (on-line meetings, modules for training) Continue to advocate for and create programs/training to help manage student information (anecdotal notes, standardized testing) Train in the use of appropriate technology to include data analysis Develop a library of resources/best practice examples in the area of instructional technology using teacher and student work and reflections Continue to collaborate with the computer resource teachers (CRS) and library media specialists (LMS) to address the use of technology as a tool for production and to learn/use new technology and media sources that support student learning, including enrichment opportunities and incorporating technology standards. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing Spring 2020 ongoing	Technology is used for professional development.

Virginia Beach City Public Schools

Gifted Plan Component ... Goal Statement ...	Professional Development Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Continue to provide opportunities for collaboration between gifted staff and administrators, school counselors, special education teachers, library media specialists, and computer resource teachers in order to develop engaging, inspiring, challenging, and differentiated learning experiences.	<ul style="list-style-type: none"> Continue to support an ongoing plan for collaborative work which includes library media specialists, computer resource specialists, special education teachers, gifted resource teachers, and cluster teachers. Continue to cultivate methods of collaboration across the division, both in person and online. Offer training on differentiated instruction, gifted pedagogy, and gifted curriculum benchmarks in order to build the capacity of stakeholders and enhance/align collaborative efforts and results. Provide opportunities for on-the-job professional growth experiences including peer observations and learning walks with time for group debriefing and personal reflection among gifted staff members and their colleagues. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs and Professional- Learning	ongoing ongoing ongoing ongoing	Collaboration leads to the development of engaging and challenging learning experiences for gifted learners.	

Virginia Beach City Public Schools

Gifted Plan Component ...	Professional Development				
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.				
Objectives	Activities	Person Responsible	Date Due	Expected Results	
Provide differentiated training on integrating the use of student growth measures, the Data-driven Improvement Planning Process (DDIPP), and the gifted curriculum benchmarks into a balanced assessment system within the provided curriculum.	<ul style="list-style-type: none"> • Continue to provide training for incorporation of gifted program benchmarks in curriculum and instruction. • Continue to use the DDIPP to improve curriculum and instruction, assist in instructional decision-making, and align the written, taught, and assessed curriculum. • Continue differentiated training on assessments and rubric development and alignment based on teacher readiness data. • Create a library of learning experiences and assessments (include models/samples of student work) that demonstrates exemplary examples of differentiation as well as explains how the examples are differentiated and why the instructional decisions were made. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing Spring 2020	Training leads to the regular use of student growth measures, the DDIPP, and gifted curriculum benchmarks when making instructional decisions within the provided curriculum.	

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Gifted Plan Component ...	Professional Development			
Goal Statement ...	Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Develop and implement a plan for gifted students as they transition from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.	<ul style="list-style-type: none"> Collaborate with guidance services to develop a transition plan for gifted students, including those gifted in the arts or those attending the Renaissance Academy, at each level with special attention to social-emotional needs and career awareness, exploration, and experience in support of students' future aspirations. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Fall 2017	Transition plans are developed and implemented.
	<ul style="list-style-type: none"> Develop a transition workshop collaboratively with guidance services to explain the transition plans to students, teachers, administrators, and parents. 		Spring 2018	
	<ul style="list-style-type: none"> Provide staff (GRTs, Kemps Landing/Old Donation School teachers, school counselors) with recommended topics to be addressed at parent nights, school visits, etc. 		Spring 2018	
	<ul style="list-style-type: none"> Develop a plan for feeder schools to articulate and communicate a school's gifted program. 		ongoing	
	<ul style="list-style-type: none"> Continue to foster a culture of respect among all staff as gifted resource teacher professional learning communities are created by high school zone to assist with transition needs K-12. 		September 2015	

E. Equitable Representation of Students:

Goal Statement: Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.

Virginia Beach City Public Schools employs a focus on equitable representation of students and diversity while creating learning environments in which students of all backgrounds can thrive. To that end, the Virginia Beach City Public Schools Local Plan for the Education of the Gifted maintains an emphasis on embedding culturally conscious processes and activities in each area of this plan. Specific examples of objectives and related activities:

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Identification Objectives	Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).	<ul style="list-style-type: none"> • To enhance student learning opportunities, utilize gifted resource teachers as the point of contact for parents of students for whom English is a second language (ESL).
	Continue to increase identification for gifted services among underrepresented groups.	<ul style="list-style-type: none"> • Improve understanding among school level personnel of how cultural differences may impact identification for gifted services. • Conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps-Landing/Old Donation School.

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Curriculum Development Objectives	Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures.	<ul style="list-style-type: none"> • Develop and use culturally responsive curriculum that enables students of diverse cultures to identify and connect with curricular content. • Develop awareness of the cultural diversity among students and respond by planning learning opportunities that are responsive and respectful. • Develop real world activities that focus on a variety of diverse beliefs and cultures. • Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications.
	Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.	<ul style="list-style-type: none"> • Revise Curriculum to embed opportunities to collaborate with diverse groups within the school, community, and beyond as a means to establishing a culture of respect.

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Professional Development Objective	Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).	<ul style="list-style-type: none"> • Examine and share data from under-represented groups in order to reflect upon and refine current practice. • Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for unique characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population. • Model/share examples of multicultural, culturally conscious instruction, along with a rationale for providing it; consider online format. • Collaborate with the Office of Opportunity and Achievement Equity Affairs when developing professional development opportunities for all staff. • Continue to conduct staff development for gifted resource teachers, teachers at Kemps Landing/Old Donation School, administrators, and school counselors on the unique characteristics of under-represented and under-resourced populations. • Offer mock identification and placement sessions for interested schools with a focus on the referral form and consideration of all subgroups of the general population.

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E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Delivery of Services Objectives	Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.	<ul style="list-style-type: none"> • Explore opportunities to expand the Emerging Scholars Initiative into the middle schools. • Ensure that curriculum development at Kemps Landing/Old Donation School continues to evolve and address the needs of diverse learners. • Develop a model for gifted services at the Renaissance Academy that ensures meeting the cognitive and affective needs of the gifted students. • Investigate models of effective communication to support transitions between neighborhood schools and Renaissance Academy.

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Delivery of Services Objectives (Continued)	Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.	<ul style="list-style-type: none"> • Develop and implement a process to conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps-Landing/Old Donation School; explore technology support options. • Seek opportunities for GRTs to be involved in educational planning and course selection for identified gifted learners. • Design and implement a plan that builds on previous work to retain minority students in all gifted programs. • Continue to collaborate with Office of Programs for Exceptional Children to provide appropriate special education services in all delivery of services models, including Kemps-Landing/Old Donation School. • Continue to build awareness of the needs of dually identified gifted students among all stakeholders, with special attention to both academic and behavioral needs. • Ensure that classroom teachers with clusters of gifted learners attend staff development sessions provided by gifted resource teachers on a regular basis focused on: <ul style="list-style-type: none"> • needs of gifted learners • curriculum and instruction differentiation • gifted pedagogies and • balanced assessment.

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Delivery of Services Objectives (Continued)	Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. (Continued)	<ul style="list-style-type: none"> • Select, adapt and use a repertoire of instructional strategies that differentiate for diverse students. • Maintain K-1 Emerging Scholar Initiative services in all Title I elementary schools to ensure early and equitable identification of giftedness and/or potential to ensure the development of student abilities. • Explore an expansion of processes from the Emerging Scholar Initiative into secondary schools to ensure equitable identification of giftedness and/or potential. • Create a talent pool to support and develop potential for students in grades 2-8 based on qualitative data via anecdotal notes, with special attention focused on the transition between elementary, middle, and high school. • Review the current uses of Response to Intervention (RTI)/ Virginia Tiered System of Support (VTSS) within the gifted program and determine efficacy and use with gifted learners. • Design interventions to develop cognitive and affective growth that align with RTI goals and that based on research of effective practices for gifted students. • Collaborate with school counselors using the underachievement data report and develop effective uses of underachievement data to reduce the number of underachieving students.

Virginia Beach City Public Schools

E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Delivery of Services Objectives (Continued)	Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. (Continued)	<ul style="list-style-type: none"> • Determine the best practices of underachievement data use in VBCPS and replicate those practices to advocate and support underachieving gifted students. • Provide role models through mentors and bibliotherapy that match students' ability. • Cultivate mentorships, especially for African American males, in order to give student the support of role models and real world experiences. • Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as: <ul style="list-style-type: none"> • Culturally diverse learners. • Gender. • Twice-exceptional learners.

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E. Equitable Representation of Students	<u>Objective</u>	<u>Activities</u>
Parent and Community Involvement Objectives	Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.	<ul style="list-style-type: none"> Assist families with gifted students in developing “Parent Learning Communities” designed to develop personalized learning and personal growth opportunities centered on specific concerns (the twice-exceptional, minority students, perfectionistic students, underachieving students, etc.).
	Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds.	<ul style="list-style-type: none"> Partner with the Office of Programs for Exceptional Children to raise awareness of the needs and capabilities of twice-exceptional students and provide training for families with twice-exceptional students on effective strategies for assuring the students are challenged and supported to reach their full potentials. Offer and promote workshops specific to particular communities (community centers, pre-schools, day care centers, churches, military). Assure that workshop descriptions and materials being distributed to families with gifted children are “parent friendly” in terms of vocabulary and terms used. Develop and implement workshops through the lens of equity, diversity, and poverty so as to ensure a culture of respect for all groups and individuals. Encourage GRT input in parent-teacher conferences, Student Support Teams, Special Education Committees, or 504 Plan Committees when appropriate.

F. Parent and Community Involvement:

Goal Statement: Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.

Objectives:

- Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.
- Develop strategies, techniques, and tools for customizing the gifted program's interactions, resource access, and information sharing based on parent and community interests and needs and ensuring gifted students are challenged and supported to reach their full potential.
- Develop resources and strategies that empower families to advocate for the unique needs and capabilities of gifted learners across the K-12 experience.
- Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds.
- Increase public awareness and understanding of the need for and the value of Virginia Beach City Public Schools' gifted education for all students and the broader community in order to harness the power of the community to advocate for resources to support gifted education.
- Cultivate effective working relationships with the Gifted Education Community Advisory Committee (CAC), parents/guardians of gifted students, professional and educational institutions, Military Liaisons, community and government agencies, and business organizations to promote and contribute to the gifted program.
- Create a tool that aligns the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students.

Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.	<ul style="list-style-type: none"> • Provide workshops, media, print materials, and online resources for families to support the social/emotional, behavioral, academic and cognitive development of their gifted children. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated- Academic Programs and Professional- Learning	ongoing	Multiple avenues for parent/guardian participation are developed that are readily accessible and well-publicized.
	<ul style="list-style-type: none"> • Collaborate with guidance services, psychological services, social work services, special educators, and other resources within the school system to assist in developing high quality presentations and materials. 		ongoing	
	<ul style="list-style-type: none"> • Assure that services provided are based on quality research and best practice. 		ongoing	
	<ul style="list-style-type: none"> • Invite parent and student participation in activities such as workshop planning, the development of online tools, and newsletter writing both at the local school level and on a school system level. 		ongoing	

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students. (Continued)</p>	<ul style="list-style-type: none"> • Build relationships with the gifted community to define, communicate, and implement a framework for guiding the support offered to families with gifted students. • Assist families with gifted students in developing “Parent Learning Communities” designed to develop personalized learning and personal growth opportunities centered on specific concerns (the twice-exceptional, minority students, perfectionistic students, underachieving students, etc.). • Leverage access options (presentations, workshops, seminars, conferences, and online resources) to increase flexible learning opportunities for families with gifted students and the broader community. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning</p>	<p>Spring 2019</p> <p>Spring 2019</p> <p>ongoing</p>	<p>Multiple avenues for parent/guardian participation are developed that are readily accessible and well-publicized.</p>

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Develop strategies, techniques, and tools for customizing the gifted program's interactions, resource access, and information sharing based on parent and community interests and needs and ensuring gifted students are challenged and supported to reach their full potential.</p>	<ul style="list-style-type: none"> Assess parent, community, and student interests and needs (using techniques such as surveys, focus groups, interviewing educational and community leaders, and blogs) so the information can be used to inform planning of parent and community presentations and resource development. Continue to develop libraries, online resources, and workshops that support personalized learning opportunities and that are targeted to specific interests and needs of families with gifted students and the broader community. Expand an online system that allows for navigation of the range of resources available to families with gifted students and the community. Create an online orientation resource for parents of newly identified students. 	<p>Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning</p>	<p>Spring 2018</p> <p>ongoing</p> <p>Spring 2019</p> <p>Spring 2019</p>	<p>Gifted curriculum benchmarks are embedded in performance-based assessments and rubrics. Rubrics serve as a tool in reporting the academic growth of gifted learners to parents and students.</p>

Virginia Beach City Public Schools

Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Develop resources and strategies that empower families to advocate for the unique needs and capabilities of gifted learners across the K-12 experience.	<ul style="list-style-type: none"> • Create a resource to coach parents how to collaborate effectively with GRTs and gifted teachers when advocating for their children. • Provide resources to parents on helping their gifted children develop competencies at self-advocacy. • Provide workshops and/or online resources on preparing gifted students for significant transitions, such as to middle school or to an academy. • Provide professional development to enhance GRTs' and gifted teachers' skills in advocating for the empowerment of families to fulfill their essential roles in supporting students throughout the educational experience of their children. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	Spring 2019 ongoing ongoing ongoing	Gifted curriculum attends to the cognitive and affective needs of gifted learners.

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds.	<ul style="list-style-type: none"> • Partner with the Office of Programs for Exceptional Children to raise awareness of the needs and capabilities of twice-exceptional students and provide training for families with twice-exceptional students on effective strategies for assuring the students are challenged and supported to reach their full potentials. • Offer and promote workshops specific to particular communities (community centers, pre-schools, day care centers, churches and military). • Assure that workshop descriptions and materials being distributed to families with gifted children are “parent friendly” in terms of vocabulary and terms used. 	Executive Director of Programs for Exceptional Children, Office of Gifted Programs Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing ongoing	Parents/guardians of gifted students from all subgroups of the general population are provided support services.

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds. (Continued)	<ul style="list-style-type: none"> Continue to value equity, diversity, and poverty as parent workshops are developed to ensure a culture of respect for all groups and individuals. Encourage GRT input in parent-teacher conferences, Student Support Teams, Special Education Committees, or 504 Plan Committees when appropriate. 	Executive Director, Office of Programs for Exceptional Children Office of Differentiated Academic Programs and Professional Learning	ongoing ongoing	Parents/guardians of gifted students from all subgroups of the general population are provided support services.

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Increase public awareness and understanding of the need for and the value of Virginia Beach City Public Schools' gifted education for all students and the broader community in order to harness the power of the community to advocate for resources to support gifted education.</p>	<ul style="list-style-type: none"> • Develop media releases, online resources, and presentations that highlight the positive impact of gifted programming on all students in a school and on the broader community. • Offer to present to community organizations about the value of gifted education. • Provide support materials to GRTs to promote the gifted program to the broader community. • Submit research articles, stories, testimonials etc. for publication in school system and public media about the accomplishments and successes of current and former gifted students and the Virginia Beach Schools gifted program. 	<p>Executive Director, Office of Programs for Exceptional Children Office of Differentiated Academic Programs and Professional Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>The general public will develop greater awareness of the value of gifted education through the information that is shared.</p>

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Cultivate effective working relationships with the Gifted Education Community Advisory Committee (CAC), parents/guardians of gifted students, professional and educational institutions, Military Liaisons, community and government agencies, and business organizations to promote and contribute to the gifted program.</p>	<ul style="list-style-type: none"> Continue to seek input from and dialogue with the Gifted Education Community Advisory Committee (CAC). Continue to offer user-friendly avenues for parents and the community to comment on and make suggestions regarding gifted programs. Promote relationships with local colleges and universities to provide resources such as workshops, research, expertise, and support materials for gifted students, families with gifted students, and educators. Create a system-wide database/speakers bureau for the purpose of contacting guest speakers to share their relevant expertise in areas of identified need with families of gifted students. 	<p>Executive Director, Office of Programs for Exceptional Children Office of Differentiated Academic Programs and Professional Learning</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2019</p>	<p>Effective parent/guardian and community interactions are cultivated that support gifted students.</p>

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Gifted Plan Component ...	Parent and Community Involvement			
Goal Statement ...	Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.			
Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>Deepen and expand mutually beneficial ongoing partnerships with the Gifted Education Community Advisory Committee (CAC), families with gifted students, businesses, military, faith-based, civic and city agencies to promote and contribute to the gifted program.</p>	<ul style="list-style-type: none"> Expand efforts with community mentors and partners to support gifted students with service learning, mentorships, internship, etc. 	<p>Executive Director, Office of Programs for Exceptional Children Office of Differentiated Academic Programs and Professional Learning</p>	<p>ongoing</p>	<p>Effective parent/guardian and community interactions are cultivated that support gifted students.</p>
<p>Create a tool which aligns the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students.</p>	<ul style="list-style-type: none"> Use research and clinical studies to create a tool aligning the stages of child development with gifted student characteristics. Provide workshops and/or online resources about the tool which aligns the stages of child development with gifted student characteristics. 	<p>Executive Director, Office of Programs for Exceptional Children Office of Differentiated Academic Programs and Professional Learning</p>	<p>Spring 2019 Spring 2019</p>	<p>Tool aligning the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students created and shared.</p>

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedure for General Intellectual Aptitude

General Intellectual Aptitude

Screening students for gifted services in Virginia Beach City Public Schools occurs annually, is multifaceted, and is completed on an on-going basis in grades K-12. There is no limit to the number of times a student may be referred for gifted services and testing may take place once during the school year. The candidate pool is created from two main sources. The first is referrals by parents/guardians, students, teachers, other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g., the student support teams. The other source is the gifted resource teacher at each school.

Annually, the gifted resource teacher observes students in the classroom setting, reviews files of all students new to the school division, and monitors students who were recognized as potential candidates by the identification and placement committee or other persons having knowledge of the students' skills or abilities. The Gifted resource teacher has been trained to look for indicators of gifted behaviors in the student's record and through classroom observations.

The gifted resource teacher and/or the gifted assessment specialist provide staff development on characteristics and identification of gifted students to instructional staff to create awareness and to familiarize staff with the procedures for identifying students for gifted services. As part of the screening procedure to create a pool of candidates, Gifted resource teachers conduct informational meetings such as Brown Bag Lunches, Morning Donuts and Coffee for parents/guardians and speak at Parent Teacher Association (PTA) meetings on characteristics of gifted students and the referral process. They also provide workshops on completing the teacher information form and parent recommendation form and publicize information on the referral, testing, and screening processes through letters and site-based communications (e.g. newsletters, email, ListSrvs, Web sites, and blogs).

School psychologists and other members of the student support team (SST) are trained to look for potential candidates for the gifted program as they consider special education or 504 Plan services.

Students in kindergarten and grade 1(K-1) are provided gifted curriculum and instruction through whole group and small group lessons by the gifted resource teacher and through differentiated curriculum and instruction developed by the classroom teacher in collaboration with the gifted resource teacher. All kindergarten and first grade teachers are trained in recognizing and recording evidence of gifted behaviors. Ongoing assessment of student performance is used to differentiate the K-1 curriculum in order to appropriately challenge and engage high ability students.

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Teacher and gifted resource teacher anecdotal records are used for screening, referral, and completion of teacher information forms.

Currently, all first and fifth grade students are screened with the Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) ©2007, described by the publisher as a language free, culture-fair test on nonverbal reasoning. The NNAT2 includes four types of questions including pattern completion, reasoning by analogy, serial reasoning, and spatial visualization. First and fifth grade students scoring 90% or higher on the screening test are recommended for additional testing.

A concentrated effort is being made to identify students in underrepresented populations. Virginia Beach City Public Schools implements the Emerging Scholars Initiative (ESI) in sixteen Title I schools with low socioeconomic status. A full-time gifted resource teacher collaborates on a weekly basis in kindergarten and first grade classrooms to assist teachers in the development and delivery of lessons and to gather anecdotal information. The anecdotal records are analyzed for patterns of behavior that mirror characteristics of gifted students. These anecdotal records are used to screen for potential candidates for gifted services. The ESI is a multi-faceted program that is designed to improve identification and gifted program services in low-socioeconomic schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are the core components of the ESI.

In addition, Virginia Beach City Public Schools is partnering with a local museum to provide cultural experiences for students and their parents/guardians. The program, SAPLINGS (Students and Parents Learning Intellectual Growth Strategies), provides another avenue to observe, collect data, and develop potential in the first grade students. Docents, classroom teachers, and gifted resource teachers in the museums observe students in this unique setting and provide anecdotal information as well.

Over the past twelve years, a concentrated effort has been made to identify students who are twice-exceptional learners. The Department of Teaching and Learning has collaborated with the Office of Programs for Exceptional Children to develop procedures for screening students that are being assessed for special needs and referring potential candidates to the Gifted Education Testing Office.

Screening Procedures for VPA – Visual Arts
Screening Procedures for VPA – Dance

Visual and Performing Arts

Screening students for the visual and performing arts programs is conducted annually by the classroom teachers, art and physical education teachers, and gifted resource teachers in the neighborhood schools. Students exhibiting characteristics of potential giftedness in the visual or performing arts are provided a referral form. Completed forms are forwarded to the screening committee for the visual and performing arts. In addition, students may be considered for the gifted visual and performing arts programs through [an online application](#) ~~a referral~~ by parents/guardians, ~~students, teachers, any other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g., the student support teams.~~ Students who are interested in the gifted visual arts program are screened through an application which includes drawings. Students who are interested in the dance education program complete an [online application](#) ~~intent to audition form~~ and participate in a group audition.

B. Application Referral Procedures (8VAC20-40-60A.3)

This section provides application referral procedures for each area of giftedness identified and served by the division. These procedures shall permit applications referrals from parents or legal guardians, ~~teachers, professionals, students, peers, self, or others~~. These procedures should include to whom the applications referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Application Referral procedures for General Intellectual Aptitude

The process of identifying gifted students in Virginia Beach City Public Schools begins with screening and/or application referral. The application referral process is designed to consider the entire school population in the areas of giftedness served. Students may be considered for the gifted program through an application a referral by parents/guardians, ~~students, teachers, themselves, other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g., the student support teams, and building administrators~~. Students in kindergarten and first grade (K-1) are routinely assessed for advanced proficiency in grade level standards by the classroom teacher. The classroom teacher may collaborate with the gifted resource teacher to develop and implement differentiated curriculum and instruction. A parent/guardian, teacher, or specialist may refer a child to the building principal for additional assessment. At the principal's discretion, additional content assessments may be administered by building level specialists or specialists from the Department of Teaching and Learning. Based upon assessment information, the principal may make provisions for grade level acceleration, content area acceleration, or differentiated curriculum and instruction provided by the classroom teacher in collaboration with the gifted resource teacher. In addition, all students in grade one and five are screened for possible referral for gifted services. Students who have been identified for gifted services in another locality must complete an online application a-referral form to begin the process in Virginia Beach City Public Schools. Records from the previous school division are reviewed.

Online applications are available from July 1 to May 1 of each school year. ~~Referral forms for students are available in all schools and online~~. Gifted assessment specialists visit each school on a quarterly basis to review received online applications pending referrals and consult with gifted resource teachers, building administrators, and classroom teachers.

Online applications-~~Referral forms~~ for candidates for the visual and performing arts programs are due the first school day in February for placement in September the following school year.

Parents/guardians, students, school personnel, and community members are notified of the application referral process through the division-wide newsletter and ~~"Apple A Day," which is mailed to each home in Virginia Beach and on~~ the division's internet site, www.VBSchools.com. In October of each year, a brochure on the application referral and identification process is distributed to each student and workshops for school staff are conducted by the gifted resource teacher and/or gifted assessment specialists. In addition, all schools are asked to include information about the application referral process in their newsletters. News releases are sent to local newspapers; advertising time is purchased on local radio stations; personal appearances are made on local television and radio stations; and meetings are conducted with local civic groups, such as the NAACP, the Philippine Community, churches who serve mainly minority populations, and the

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Equity Council to inform the public of the referral process.

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~~The gifted resource teacher (GRT) collects the referrals, including the parent information form with permission to evaluate, forms from the classroom teachers, and a copy of the most recent report card. This information is forwarded to the assessment specialists who complete the testing, review the cumulative file, and compile the data for review by the Gifted Identification and Placement Committee, which meets quarterly.~~

All students in grade one and five are screened in order to create a pool of potential candidates. First and fifth grade students scoring 90% or higher on the Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) ©2007 are recommended for additional assessment using the Cognitive Abilities Test (Form 7) ©2012, a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The Verbal Battery is comprised of three subtests: Picture (Verbal) Analogies, Picture (Verbal) Classification, and Sentence Completion. The Nonverbal Battery is comprised of three subtests: Figure Matrices, Paper Folding, and Figure Classification. The Quantitative Battery is comprised of three subtests: Number Analogies, Number PuzFPsychological Serviceszles, and Number Series. ~~A parent information/permission form is then completed, and teacher forms and report cards are collected by the GRT who forwards the information to the Gifted Education Testing Office. Parents/guardians and teachers may initiate a referral for additional assessment for students who do not score at the 90th percentile or above but wish to be considered for identification for gifted services.~~

~~In all schools, the results of the analysis of the anecdotal records may lead to the referral of students.~~ The Gifted assessment specialists complete the testing, review the cumulative file, and compile the data for review by the Gifted Identification and Placement Committee. The Gifted Identification and Placement Committee meets to review all first grade candidates in the spring of the school year.

Students in kindergarten who are referred for differentiated services are assessed through curriculum assessment materials in order to determine potential and advanced proficiency. Upon the principal's request, specialists from the Department of Teaching and Learning may administer additional reading and mathematics assessments. School division assessment data, anecdotal records, and teacher input are used to determine the need for differentiated services. Students in grades 1-12 ~~whose parent/guardian have completed an online application are referred as candidates~~ for gifted services are administered the Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) ©2007 and the Cognitive Abilities Test (Form 7) ©2012, a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The Verbal Battery is comprised of three subtests: Picture (Verbal) Analogies, Picture (Verbal) Classification, and Sentence Completion. The Nonverbal Battery is comprised of three subtests: Figure Matrices, Paper Folding, and Figure Classification. The Quantitative Battery is comprised of three subtests: Number Analogies, Number Puzzles, and Number Series. All testing is facilitated by the Gifted Testing Office or the division's Psychological Services. Scores from both assessments as well as information gathered from the parent/guardian and teacher ~~or other referring party~~ and performance in the classroom are then considered as a basis for selection for gifted services. The achievement test scores available in a student's cumulative record, as well as student grades are also included in the review. No firm cut-off scores are used on any measure. Private psychological assessment is not considered in the identification and placement process.

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Online application process-Referral procedures for VPA - Visual Arts **Online application process-Referral procedures for VPA - Dance**

The **online application referral** process for the visual and performing arts programs is similar to the general intellectual program. Students are screened first by teachers, parents/guardians, school administrators, or community members. Students interested in the visual arts submit an **online** application that includes several drawings. The applications are screened using a rubric to judge quality and potential of the students. Students meeting the criteria are invited to complete the next step in the process: attend ~~Kemps Landing~~/Old Donation School for one day to complete a series of performance tasks.

Students interested in the dance education program complete **an online application intent to-audition form** and attend a group audition. Students meeting the criteria are identified for gifted services. Auditions are held during April and May.

Students who meet the criteria are identified for gifted services in either visual arts or dance. The entire process is completed in the spring of each year.

Parents/guardians are notified of decisions by **email letter sent through United States Postal Service**. Schools are notified through email at the conclusion of the identification process for art and dance. Placement of these students begins in the school year following identification.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
 - Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) ©2007
 - Cognitive Abilities Test (Form 7) ©2012
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: Work Samples, Writing Samples, Portfolio,
Anecdotal Records

2. Additional identification information for General Intellectual Aptitude

All identification information is carefully reviewed by the centralized Gifted Identification and Placement Committee, which is composed of approximately thirty school system personnel including gifted assessment specialists, the executive director of gifted education, coordinators of gifted education, curriculum coordinators, principals, assistant principals, school counselors, school psychologists, cluster classroom teachers, and gifted resource teachers. This committee reviews the student's profile to determine eligibility for gifted

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programs. When information in the student's profile is inconsistent, a student may be referred to the school division's Psychological Services for an individual assessment using appropriate assessment instruments.

The Gifted Identification and Placement Committee meets quarterly to review candidates in grades 2-12, and in May for grade 1, to determine eligibility for gifted services in the area of general intellectual aptitude. Parents/guardians are notified of decisions by email. ~~letters sent through United States Postal Service~~. Gifted testing results ~~and committee decisions~~ are available to parents/guardians on Parent Portal. Principals, school records office associates, and gifted resource teachers are notified through email ~~the interdepartmental mail service~~. This notification is completed within fourteen school days of the eligibility meeting.

An appeals process is in place for all gifted programs. Parents/guardians are notified of the appeals process in the email ~~letter~~ explaining the decision of the Gifted Identification and Placement Committee and on the school division's web site (www.vbschools.com).

Multiple Criteria Listing (8 VAC 20-40-40D.3)

VPA - Visual Arts

VPA - Dance

- ☒ 1. Assessment of student products, performance, portfolio
- ☒ 2. Record of observation of in-class behaviors
- ☒ 3. Appropriate rating scales, checklists, and questionnaires
- ☐ 4. Individual interviews
- ☐ 5. Individual or group aptitude test(s)

Specify: _____

- ☐ 6. Individual or group achievement test(s)

Specify: _____

- ☐ 7. Record of previous achievements (awards, honors, grades, etc.)

- ☒ 8. Additional valid and reliable measures or procedures

Specify: Portfolio, Audition, Performance Tasks

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Identification/Placement Committee (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

General Intellectual Aptitude

- Cluster Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Executive Director of Programs for Exceptional Children – Office of Gifted Programs ~~Office of Differentiated Academic Programs~~

- * Standing members of the committee
- + Rotating members of the committee
- ° Serves as the child's advocate

- b. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

- ☐ School-level ☒ Division-level

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- a. This section includes the **number** of persons comprising the Gifted Visual Arts and Gifted Dance Education Identification/Placement Committee by category.

VPA - Visual Arts

VPA - Dance

°6-10 Classroom Teacher(s)

+6-10 Gifted Education Resource Teacher(s)

6-10 Counselor(s)

0 School Psychologist(s)

+1 Gifted assessment specialist(s)

*1 Principal(s) or Designee(s)

*1 Gifted Education Coordinator

 Other(s)

* Standing members of the committee

+ Rotating members of the committee

° Serves as the child's advocate

- b. Type of Gifted Visual Arts and Dance Education Identification/Placement Committee
This section indicates the type of Identification/Placement Committee the division uses.

 School

 ✓ Division

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1. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the Committee by
Naglieri Nonverbal Ability Test, 2nd Edition © 2007 (NNAT2)	Gifted assessment specialists	Assessment Specialists/Contracted Retired Teachers	Gifted Testing Office
Cognitive Abilities Test, Form 7©2012 (CogAT)	Gifted assessment specialists	Assessment Specialists/Contracted Retired Teachers	Gifted Testing Office
Parent Recommendation	Parent	Assessment Specialists	Gifted Testing Office
Teacher Information	Current Classroom Teacher	Assessment Specialists	Gifted Testing Office
Anecdotal Records	Current Classroom Teacher and Gifted resource teacher	N/A	Gifted Testing Office
Individual or Group Achievement Tests	Cumulative Records	N/A	Gifted Testing Office
Record of Previous Achievements	Parent, Teacher, Gifted resource teacher, Cumulative Record Review	N/A	Gifted Testing Office
Work Samples, Written Samples, Portfolio	Current Classroom Teacher and Gifted resource teacher	N/A	Gifted Testing Office

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Students who are candidates to receive gifted services because of their general intellectual aptitude must demonstrate potential for exceptional performance and have academic needs that cannot be met through the general education curricula to be eligible for gifted services in Virginia Beach City Public Schools. Multiple criteria are used to create a profile of the candidates. This profile is reviewed to identify students requiring a differentiated curriculum.

The profile is assembled by the gifted assessment specialists who facilitate the testing and collect the parent information and permission to evaluate form, teacher information form, achievement data, and aptitude data. Documents used to create this profile include the following:

- Teacher information form of behavioral characteristics of the gifted, including a written narrative.
- Teacher information form(s) based on the need for a modified/differentiated program.
- Parent recommendation form of behavioral characteristics of the gifted, including a written narrative.
- Academic achievement indicated by grades, classroom performance, individual products, and /or course selection.
- Current scores on verbal and nonverbal academic ability tests administered by the school division personnel.
- Scores on one or more accepted academic achievement tests.

The Gifted Identification and Placement Committee, including the gifted assessment specialist who worked with the student, reviews each profile. The committee seeks evidence that the student demonstrates potential for exceptional performance and has academic needs that cannot be met through the general education curricula. New committee members are trained on identification procedures using a review of evidence and sample cases. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Decisions are based on a consensus of the committee using a summary of data to determine if the student demonstrates potential for exceptional performance and has academic needs that cannot be met through the general education curricula.

Students in kindergarten and grade 1 (K-1) who demonstrate advanced proficiency in the K-1 curriculum receive differentiated curriculum and instruction through collaboration between gifted resource teachers and classroom teachers, gifted resource teacher whole group and flexible group lessons, and acceleration and differentiated options as determined by assessment data. All students, grades 2-8, who are found eligible for gifted services for general intellectual aptitude are placed in cluster classrooms in their elementary and middle level neighborhood schools.

The Gifted Identification and Placement Committee meets quarterly to review candidates in grades 2-12 (in the spring for grade 1) to determine eligibility for gifted services in the area of general intellectual aptitude. Parents/guardians are notified of decisions by email. ~~letter sent through United States Postal Service~~. Gifted testing results ~~and committee decisions~~ are available to parents/guardians on Parent Portal. Principals, school records office associates, and Gifted resource teachers are notified through ~~email the interdepartmental mail service~~. This notification is completed within fourteen instructional days of the eligibility meeting.

Virginia Beach City Public Schools

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the Executive Director of Programs for Exceptional Children – Office of Gifted Programs. ~~Office of Differentiated Academic Programs.~~

There is a special select school for general intellectual aptitude, ~~Kemps Landing~~/Old Donation School (grades 2-8). Students who wish to be considered for placement must complete an application. In order to be considered for placement, a student must meet the criteria and be identified for gifted services. The selection committees for ~~Kemps Landing~~/Old Donation School then review each profile and rate the students for their potential for exceptional performance. The top candidates are then invited to attend the school. Ultimately, the acceptance of placement at ~~Kemps Landing~~/Old Donation School is determined by the parents/guardians.

- +4

 Gifted Education Resource Teacher(s)
- +4

 Counselor(s)
- +2

 School Psychologist(s)
- *3

 Assessment Specialist(s)
- +4

 Principal(s) or Designee(s)
- +1

 Gifted Education Coordinator
- *2

 Other(s) Specify: Executive Director of Programs for Exceptional Children – Office of Gifted Programs, ~~Office of Differentiated Academic Programs~~; Director, Office of Opportunity and Achievement ~~Equity Affairs~~ or designee

- * Standing members of the committee
- + Rotating members of the committee
- ° Serves as the child's advocate

2. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellectual Aptitude

The chairperson of the Gifted Identification and Placement Committee is responsible for notifying the parents/guardian of each student of the decision of the Committee. This notification takes place within fourteen instructional days from the date the decision is made.

Services and related placement may include the following:

- Placement in the neighborhood school gifted program.
- Eligibility for placement in the full-time gifted program at ~~Kemps Landing~~/Old Donation School.
- Eligibility for enrollment in options offered for gifted programs.

All students who are determined to be eligible for gifted services for general intellectual aptitude in grades kindergarten through twelve immediately qualify for services in their neighborhood school resource program. The gifted resource teacher in collaboration with the classroom teacher must differentiate the regular education program to meet the needs of each gifted student in the neighborhood school and assure there is a match between a student's capabilities and the gifted services delivered. A few students, because of special circumstances and/or parental concerns, are not provided services at the time of eligibility, though they remain eligible for the services as long as they attend Virginia Beach City Public Schools. Kindergarten and first grade students are served through a collaborative resource model provided by the gifted resource teacher and the classroom teacher.

Students may apply to ~~Kemps Landing~~/Old Donation School to receive gifted services for general intellectual aptitude. All applicants must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. Teachers at ~~Kemps Landing~~/Old Donation School must develop and implement differentiated curriculum and instruction to meet the needs of each student and assure there is a match between a student's capabilities and the services delivered.

Selection for ~~Kemps Landing~~/Old Donation School

The goal of the selection process used at ~~Kemps Landing~~/Old Donation School is to select the top candidates from those who apply. The overarching question for selection is, "For whom is this program the best fit?" All students reviewed at the time of selection have been identified for gifted services in Virginia Beach. A team of approximately 25 people, all employees of Virginia Beach City Public Schools, representing a variety of experiences, backgrounds, and ethnicities serve on each Selection Committee. The selection processes for each program begin with training to attend to inter-rater reliability. Selection Committee members are introduced to the testing information included in a child's application. This introduction includes how to interpret tests scores. The presenter shares sample applications, without names, to demonstrate how to fairly review and evaluate applications as well as the differentiated program of study at the school. Training also includes a review of the characteristics of gifted children, including traditional and concomitant.

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The following components are used in the decision making process:

- Student Achievement (as indicated on the most current report card)
- Standardized Test Scores
- Parent Information
- Teacher Recommendations

A rating scale of 5-1, with 5 being the highest recommendation is used. Listed below are the descriptions for each numerical rating:

5=consistently strong in all of the application components; a definite yes

4=strong in most of the application components; a likely yes

3=shows strength in some application components, but not consistently strong; possible, but not likely yes

2=few consistent areas of strength; a likely no

1=not recommended

Working whole group, the trainer leads the Committee through rating several sample applications. This process continues until all Committee members are comfortable with the components of the application, the rating scale, and the overall selection process. Selection Committee members use the numerical rating scale to complete a holistic evaluation of the applicants. A minimum of three readers rate each application independently. The Committee members stop periodically to check the reliability of the ratings; if readers are more than one number apart in the ranking, the application receives further independent review by additional readers and group discussion only as needed.

Parents/guardians are notified within fourteen instructional days of the Selection Committee's decision through email. ~~the United States Postal Service.~~ Parents/guardians may appeal the decision of the Selection Committee. The ~~first level of~~ appeal is administered by the ~~principal and the second level of appeal is administered by the~~ Executive Director of Programs for Exceptional Children – Office of Gifted Services. ~~Office of Differentiated Academic Programs and Professional Learning.~~

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VPA - Visual Arts

VPA - Dance

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Portfolio	Visual Arts Teacher	Visual Arts Screening Committee	Visual Arts Teachers
Performance Tasks	Visual Arts Teacher	Visual Arts Identification and Placement Committee	Visual Arts Teachers
Rating Scales, Checklists, and Questionnaires	Visual Arts Teacher	Visual Arts Identification and Placement Committee	Visual Arts Teachers
Group Audition	Dance Teacher	Dance Screening Committee	Dance Teachers
Rating Scales, Checklists, and Questionnaires	Dance Teacher	Dance Identification and Placement Committee	Dance Teachers
Individual Audition	Dance Teacher	Dance Identification and Placement Committee	Dance Teachers

Selection for Visual and Performing Arts

The assessment committees for the visual and performing arts program areas receive the ~~application~~ ~~referral~~ and collect parental permission to evaluate a student for gifted programs (dance), a portfolio of products, audition tapes, and the anecdotal data collected from observations of student performance. This data is reviewed by the gifted visual arts or dance education Identification and Placement Committee and decisions are made for eligibility based on audition performances that assess the student's potential and demonstrated talent. The parents/guardians are notified by ~~Kemps Landing~~/Old Donation School within fourteen instructional days of the decision by ~~email~~. ~~U.S. Postal Service~~.

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the principal of ~~Kemps Landing~~/Old Donation School. Parents/guardians may appeal the decision of the ~~Kemps Landing~~/Old Donation School appeals committee to the Executive Director of Programs for Exceptional Children – Office of Gifted Programs. ~~Office of Differentiated Academic Programs and Professional Learning~~.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

~~Parents/guardians are notified when persons other than themselves refer their students for identification.~~ Parents/guardians complete an online application a parent permission form (visual arts) or provide a signature (dance) giving permission to evaluate. Once a student has been assessed and found eligible for one of the gifted programs offered by the Virginia Beach City Public Schools, parents/guardians are notified within fourteen instructional days of that decision. Permission for placement in the program is secured at upon parent/guardian signature.

Parents/guardians, students, school personnel, and community members are notified of the application referral process through the division-wide newsletter and ~~“Apple A Day,” which is mailed to each home in Virginia Beach and on~~ the divisions internet site www.VBSchools.com. In October of each year, a brochure on the application and identification process is distributed to each student and workshops for school staff are conducted by the gifted resource teacher and/or assessment specialists. In addition, all schools are asked to include information about the application process in their newsletters and other communication with parents/guardians. News releases are sent to local newspapers; advertising time is purchased on local radio stations; personal appearances are made on local television and radio stations; and meetings are conducted with local civic groups, such as the NAACP, the Philippine Community, and the Equity Council to inform the public of the application process.

~~The gifted resource teacher in the neighborhood school processes the application, which may originate from parents/guardians, students, teachers, other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g., the student support teams and building administrators.~~

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

Students who are identified for gifted services retain their identification from the point of identification until graduation. It is the philosophy of the Virginia Beach City Public Schools that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered, gifted services are dynamic and fluid. Parents/guardians may request that the students not take part in the gifted services that are offered. This is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the gifted resource teacher. When this occurs, parents/guardians write a letter requesting the change in service. This letter is then placed in the student's file. The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program as feasible. Gifted staff remain in contact with the student and parent/guardian to make service modifications and disseminate program information, as needed.

At ~~Kemps Landing~~/Old Donation School, support and intervention processes have been put in place. These plans provide opportunities for students to develop strategies to be successful in the event they experience difficulties. Rarely, a change in placement of where students receive gifted services may result. When this occurs, the Executive Director of the [Programs for Exceptional Children - Office of Gifted Programs](#) ~~Office of Differentiated Academic Programs and Professional Learning~~ and the Director of Elementary or Middle School Programs will be notified in writing. However, students do not exit the gifted program. Every area of service (resource cluster, ~~Kemps Landing~~/Old Donation School and the resource model at the high school level) consistently assesses the needs of the students and modifications are made accordingly. There is an emphasis on the transition points, elementary to middle, middle to high and, neighborhood school to select school, to ensure that students meet with success to minimize a need for a change in services.

Appeals

This section includes the process used when an identification, change in placement, or exit decision is appealed for general intellectual aptitude, gifted visual arts, gifted dance education, and selection to ~~Kemps Landing~~/Old Donation School.

Requests for appeals for ~~Kemps Landing~~/Old Donation School are ~~first~~ addressed by ~~the administrator(s) responsible for the program who facilitates a first level appeals committee. If the parents/guardians do not agree with this decision, they may submit an additional request to the~~ Executive Director of [Programs for Exceptional Children – Office of Gifted Programs](#). ~~Office of Differentiated Academic Programs & Professional Learning who chairs the second level appeals committee.~~

The appeal of the decision regarding a student's eligibility for gifted services may be made in writing by a parent/guardian, a teacher of record, or other appropriate school personnel. Parents/guardians and students are invited to present additional, pertinent information that they feel would be helpful to the committee in making their decision. [The appeals committee will not accept](#)

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additional information from VBCPS staff in the appeal; however, they will review original documents provided by VBCPS staff within the initial application.

At the committee's ~~initial~~ meeting on the appeal, the committee will review all data that has been collected. At that time, the committee will decide if additional assessment data is needed, and if so, would make a request to Psychological Services for individual test(s) to be administered; or, the committee may determine that based on the data that has been submitted, no additional data is needed. Any testing administered as part of an appeal must be administered by staff of Virginia Beach City Public Schools. No testing conducted outside the school division is considered in gifted identification or the appeals process.

The committee's decisions may include one of the following:

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.
- Place the student on hold for further assessment or information.

The chair of the committee is responsible for notifying parents/guardians ~~and/or the individual initiating~~ the appeal of the decision within ten instructional days of receipt of the written appeal.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

At all levels, gifted students in the Virginia Beach City Public Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Program options are available to gifted students at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. The concept-based curriculum focuses on major universal themes in grades kindergarten through twelfth grade. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs. Complexity and depth is grounded in a strong content base and is also reflected in interdisciplinary units of study.

Elementary School

Gifted education services are available for elementary students in kindergarten through grade five. Services for students in kindergarten and first grade are provided by the elementary gifted resource teacher in collaboration with classroom teachers. Differentiated instruction may result from staff development provided to all K-1 teachers, collaboration between the K-1 teachers and the school's gifted resource teacher, extension activities, whole group lessons, or various configurations of small groupings of students based on readiness, interest, and/or learning profile.

Those who are identified as intellectually gifted in grades 2 - 5, receive services through a select school at ~~Kemps Landing~~/Old Donation School or a resource-cluster model in all elementary schools in the city of Virginia Beach. The resource-cluster model provides differentiated instructional and curricular experiences with cluster teachers who work with a small group of identified gifted students and an on-site gifted resource teacher. The gifted resource teacher is trained in understanding gifted characteristics, using specific instructional strategies, and developing specialized curriculum designed to meet the needs of gifted learners.

Middle School

The sequence of gifted education services continue for identified middle school students in grades six through eight. Those who are identified as intellectually gifted in grades 6 - 8, receive services through a select school at ~~Kemps Landing~~/Old Donation School or a resource-cluster model in all middle schools in the city of Virginia Beach. The resource-cluster model provides differentiated instructional and curricular experiences in cluster teams with cluster teachers who work with groups of identified gifted students in collaboration with an on-site gifted resource teacher. The gifted resource teacher is trained in understanding gifted characteristics, using specific instructional strategies, and developing specialized curriculum designed to meet the needs of gifted learners.

High School

The high school gifted resource-cluster model provides an on-site gifted resource teacher who develops and implements educational services to students through direct teaching of seminar courses and collaborative work with teachers, administrators, and parents in the school. These services provide resources, support, guidance, specialized curricula and instructional strategies, as well as whole group and small group instruction. Carefully planned curricula provide experiences that extend the regular education curriculum to meet the specific learning needs evidenced by gifted students who have demonstrated mastery of skills through pre-assessment activities.

Gifted resource teachers in each of the comprehensive high schools serve as teachers and advocates for gifted learners. At grades 9-10, gifted learners are clustered in order to provide some time in their academic schedule to work with their intellectual peers. The gifted resource teacher in each school collaborates with the regular education teachers to differentiate curriculum and instruction to meet the cognitive and affective needs all students in the cluster classroom. Regular education teachers with a cluster of gifted students in one or more class sections are considered a cluster teacher.

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The gifted resource teachers also teach seminar classes (e.g., SPARKS and Think Tank) in an online, blended format. This ensures the greatest accessibility for gifted students to take an inquiry-based seminar course as well as other rigorous courses.

Kemps Landing/Old Donation School

Kemps Landing/Old Donation School is comprised of elementary and middle school levels. It is a centralized, full-time, gifted school designed to house students in grades two through eight. Parents of students interested in attending this school must complete an application. All applicants are assessed by the school division and evaluated in terms of determining the best educational environment to suit his or her academic and social needs.

The curriculum encompasses all objectives found in the Virginia Beach Objectives and the Virginia Standards of Learning. The curriculum expands and extends specifically to meet the needs of the gifted student. The content of the courses is both compacted and extended so students are not only accelerated, but also are covering material in more depth. Specialized lessons and units are created as needed, with research and independent discovery being major components of each subject area.

The elementary program at **Kemps Landing**/Old Donation School offers art, music, physical education, and computer, in addition to English, math, science, and social studies.

The middle school program at **Kemps Landing**/Old Donation requires English, math, science, social studies, physical education, an exploratory, and a foreign language. All students entering the sixth grade will take a foreign language. Seventh and eighth students will continue their study of a world language. In addition to these language credits, all students also receive credit toward graduation for Algebra I, Geometry, and Earth Science upon successful completion of these courses. Because a foreign language is required of all students, an extended day allows participation in an exploratory program. Classes such as chorus, orchestra, band, drama, computers, special projects, oral/written communication and other specialized courses are offered. The school does not offer a competitive sports program but students may participate in competitive athletic sports programs at their neighborhood schools.

VPA Visual Arts

The program for students gifted in Visual Arts provides an advanced, sequential, and developmental curriculum commensurate with their ability. Students are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They receive intense instruction in four nine-week thematically-based units of study. Students participate in units involved with Color Theory, Three-Dimensional Forms of Expression, Creative Process, and Creative Synthesis. Drawing and Graphic Expression are integrated into each unit. The curriculum synthesizes art history, criticism, aesthetic perception, creativity, theory, skill development, and integration of core curriculum. When considering students for the gifted program in Visual Arts, the first consideration should be the student's talent, ability, commitment to, and interest in art. Students may apply in grades 2 through 7 for

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placement in grades 3 through 8. In grades 3-5, the structure is a once a week pull-out program, housed at ~~Kemps Landing~~/Old Donation School. In grades 6-8, the program is embedded in the middle school schedule and students who wish to participate attend Virginia Beach Middle School.

VPA Dance

The dance education program incorporates the study of dance history, appreciation, anatomy, nutrition, and basic elements of choreography. Identified dance students attend ~~Kemps Landing~~/Old Donation School one day each week to study dance theory, ballet, modern, jazz, and creative movement. They acquire an in-depth knowledge of dance as they learn to explore movement, integrate theory, solve problems creatively, and demonstrate a heightened awareness and perception of movement. Curriculum goals are designed to encourage these students to accept challenges, to understand broad concepts, and to apply creative and technical skills in dance. When considering students for the gifted program in dance, the first consideration should be the student's talent, ability, and interest in movement and dance. These students should apply in grades 2 through 7 for placement in grades 3 through 8.

The Governor's School for the Arts

Students in Virginia Beach City Public Schools, in grades 9-12, are eligible to attend the Governor's School for the Arts in Norfolk, Virginia. For information, visit their website, <http://www.gsarts.net>

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

Resource-Cluster Model

The resource-cluster model is an arrangement in which a group (cluster) of identified gifted students is assigned to a classroom with a cluster teacher who collaborates with the gifted resource teacher to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The cluster teacher is responsible for delivering gifted services in collaboration with the gifted resource teacher. The gifted resource teacher gives continuous training and support to the cluster teacher in the development of curriculum and the implementation of differentiated instruction in the classroom. The gifted resource teacher also works with small groups of gifted or high academic-ability students, who have indicated mastery of skills, on special assignments in flexible groups. The program provides opportunities for gifted students to work independently, with intellectual peers, and with chronological peers.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

Acceleration

In Virginia Beach City Public Schools, acceleration is achieved through a variety of methods:

- Compacting curriculum provides gifted students the opportunity to demonstrate mastery of objectives and their facility for expedient work in content (Attachment A).
- Condensing year-long courses into a semester or less by pre-assessing students' knowledge, understanding, and skills within and across content areas. With the time compacted, gifted students can focus on areas of interest or go deeper into the content.
- Accelerating the rate of instruction in classrooms for gifted students is achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice (Attachment B).
- Using off grade level materials and providing tiered activities appropriate to the abilities of gifted students affords students the opportunity to go beyond the grade level standard (Attachment C).
- Enrolling in select advanced-placement courses at the high school level is not limited to a specific grade level; gifted students can select courses that are best suited to their interests and aspirations.

Virginia Beach City Public Schools Gifted Program Enrichment Definition

Enrichment for gifted learners in Virginia Beach City Public Schools (VBCPS) is driven by students' passion, interest, and exploration.

In VBCPS gifted learners are provided with opportunities to extend and explore areas of interest within or outside of the curriculum. Students are able to surround themselves with others of like need or passion, including experts and practicing professionals. The opportunities foster effective independent and autonomous learning. Students have a chance to work with advanced content, processes, and integrate tools of practicing professionals in the development of products. Enrichment opportunities in VBCPS develop students' experiences, aspirations, breadth of knowledge, and attend to both cognitive and affective needs of gifted learners.

Key Areas for Gifted and Talented Enrichment

A) Cognitive/thinking

- To develop high-level proficiency in the agreed area of learning
- To become an independent investigator
- To appreciate the world of ideas
- To enhance higher-level thinking skills

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- To encourage a spirit of inquiry

B) Affective/emotional

- To increase self-understanding
- To explore aspects of/develop ways of coping with being gifted/talented

C) Social/behavioral

- To develop social skills
- To enhance understanding of relationships

D) Aesthetic/creative

- To develop expression and an appreciation of the arts
- To enable creative thinking

Source: Van Tassell-Baska, J. (1992) Planning effective curriculum for gifted learners, Love Publishing

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

Independent study provides students who are compacted out of all or a portion of the regular curriculum an opportunity to design their own project in an area of interest. The student and teacher collaborate on topic, process, product, and assessment.

Contracts include written agreements between teachers and students that outline what students will learn, how they will learn it, in what period of time, and how they will be evaluated. Contracts allow students to engage actively in the decision-making process, directing their course of study.

Independent Research allows students and teacher identify problems to be investigated through a research process authentic to the discipline (e.g., scientific research, historical research).

Differentiation recognizes and honors gifted learner variance and may result in content-based independent work based on interest, readiness, or learner profile.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

Virginia Beach City Public Schools Gifted Programs uses a myriad of models, strategies, and instructional approaches:

- **Understanding by Design:** This model for designing curriculum was developed by Grant Wiggins and Jay McTighe and focuses the curriculum developer on backwards design. In this method, learner outcomes (what students will know, understand, and be able to do) are clearly defined at the onset. All methods for teaching and learning are focused on facilitating uncoverage of content to get to the outcomes. It is from this model that enduring understandings and essential questions emerge. These big ideas help achieve understanding and not merely knowing. Wiggins and McTighe identify facets of understanding as: explanation, interpretation, application, perspective, empathy, and self-knowledge.
- **Differentiation** recognizes and honors gifted learner variance and may result in content-based independent work based on interest, readiness, or learner profile. Based on the work of Carol Ann Tomlinson, student data reflective of readiness, interest and/or learner profile drives instructional decision-making.
- **Sandra Kaplan's Depth and Complexity:** Kaplan's work in promoting scholarliness and intellectualism facilitates a shift from a focus on scholarship (grades as the means and the ends) to one of depth and complexity. The two-dimensional model identifies the levels of depth as language of the discipline, details, patterns, trends, unanswered questions, rules, ethics, and big ideas. Complexity includes point of view, over time, and interdisciplinary. Use of Kaplan's depth and complexity aligns thinking skills, deep and complex content, multiple and varied resources, and authentic products. Content begins with the grade level standard, but becomes richer and multi-faceted as the elements of depth and complexity are applied. The grade-level themes serve as the "big ideas" and are the pinnacle of depth in Kaplan's model.
- **Robert Marzano's Dimensions of Learning:** Focused attention and application of thinking skills in content facilitates deep understanding and connections across areas of study. Marzano's work with process-oriented tasks helps students organize their thinking, manipulate ideas, and reach deep understanding. The emphasis in Marzano's reasoning model is on using mental processes to extend and refine knowledge. The tasks involved in this model are: comparing, classifying, inductive and deductive reasoning, error analysis, constructing support, abstracting, and analyzing perspectives. As students use knowledge in meaningful ways, it is important that they apply complex thinking to knowledge and content and connect new knowledge to prior experiences. Marzano calls for students to work in decision-making, projective investigation, experimental inquiry, problem solving, and invention.

- **H. Lynn Erickson's Concept-Based Curriculum:** High quality curriculum and instruction is built upon the key concepts, principles, and generalizations within and across disciplines. Facts, skills, and topics are used by students to address the discipline-based concepts (micro-concepts) and interdisciplinary concepts (macro-concepts).
- **National Association for Gifted Children (NAGC) Parallel Curriculum Model:** The Parallel Curriculum Model is a synthesis of best practice in the field of gifted education. Drawing from curriculum and instruction in regular education and gifted education, the model is comprised of four parallels: core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity. The strands may be used individually or in combination with one another. Each aspect of the model focuses on building ascending intellectual demand into the curriculum.
- **Creative Problem Solving (CPS):** In solving real-world problems, critical and creative thinking work together. The problem solver works through a process that is fluid, flexible, and unique to both the person and the nature of the problem at hand. CPS is a research-based model that utilizes tools for generating (creative thinking) and focusing (critical thinking) in order to solve both routine and complex problems.
- **Problem-based Learning:** Problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. PBL is student-centered providing authentic experiences for gifted students that foster active learning, support knowledge construction, and integrates disciplines.
- **Inquiry:** Inquiry-based learning allows gifted students to have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem, or idea. It involves asking questions, gathering and analyzing information, generating solutions, making decisions, justifying conclusions, and taking action.
- **Paul's Reasoning Model:** Richard Paul's eight elements of thought are the basic building blocks of productive thinking. Working together, they provide a general logic to reasoning. Through their use, gifted students make sense of the reasoning of authors or speakers, allowing students to make reasoned judgments and strengthen their arguments.
- **Integrated Curriculum Model:** Based on the work of Joyce VanTassel-Baska, units published by the College of William & Mary's Gifted Education Center provide gifted students with challenging curriculum.
- **Project M3 and M2: Mentoring Mathematical Minds:** Developed under a Jacob J. Javits Grant. These units provide rigorous experiences in grades kindergarten through five.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

Gifted students are assessed using both formal and informal measures. The teachers of the gifted in Virginia Beach City Public Schools are proficient in the use of performance-based and authentic assessments. Assessment is on-going and provides the data for the teachers to make informed decisions about the readiness levels, interest areas, and learning styles of their students. Performance tasks are designed to allow the students to demonstrate their learning in a variety of contexts. The tasks focus on higher-order thinking and problem-solving within a domain or content area of learning. Performance tasks and rubrics include gifted curriculum benchmarks to provide feedback to students and parents/guardians on the academic growth of gifted students within the differentiated program of study.

Pre-assessment is used to determine students' mastery of content or the ability to move quickly through the curriculum. Diagnostic tests are used as a basis for differentiating the curriculum and choosing the appropriate instructional strategies.

Portfolios, including digital portfolios, offer students and teachers the opportunity for assessing growth and learning over time as well as reflective thinking.

- The kindergarten through grade twelve gifted program benchmarks include specific curricular and instructional goals for students in Virginia Beach City Public Schools who are identified for intellectual gifted services. Curriculum and instruction to meet the needs of gifted learners is in alignment with these learner outcomes. Language from the gifted program benchmarks and indicators are purposefully incorporated in performance-based assessments and rubrics (Attachment D).
- A balanced-assessment system is in place throughout the division focused on multiple and varied methods of assessment
- Course grade data providing evidence that intellectually gifted students demonstrate success in rigorous courses.
- AP test score data providing evidence that students have high levels of understanding, knowledge, and skills.
- Data regarding performance on division-wide performance tasks and digital portfolios providing evidence that intellectually gifted students demonstrate higher-order thinking skills.
- Data regarding performance on College and Work Readiness Assessment (CWRA) and/or similar division-wide assessments providing evidence that intellectually gifted students demonstrate higher-level thinking skills.

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- SOL test score data providing evidence that intellectually gifted students have high levels of understanding, knowledge, and skills.
- Scores on national assessments such as the ACT, PSAT, and SAT providing evidence that students have high levels of understanding, knowledge, and skills.
- Technical and career education certification data demonstrating that gifted students attempting these certifications demonstrate high levels of understanding, knowledge, and skills.
- Course grade data providing evidence that gifted students in the arts demonstrate high levels of understanding, knowledge, and skills.
- Graduation data providing that intellectually gifted students acquire high levels of understanding, knowledge, and skills.
- Teacher report data indicating that underachieving gifted students improve their performance.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

Gifted students in the Virginia Beach City Public Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Program options are available to gifted students at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. The concept-based curriculum focuses on major universal themes in kindergarten through twelfth grade. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs. Complexity and depth is grounded in a strong content base and is also reflected in interdisciplinary units of study.

The theoretical curriculum framework provides a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote creative productivity in their lives. The curriculum goals for gifted programs K-12 are:

- To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.
- To develop critical thinking and creative abilities and problem solving skills.
- To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

Virginia Beach City Public Schools

No one model provides the theoretical framework for the Virginia Beach City Public School's gifted curriculum. But rather, it is an eclectic mix that incorporates the best practices of several gifted education models, such as Robert J. Sternberg's Triarchic Theory, facets of Renzulli's Enrichment Triad model, the differentiated instruction model of Carol Ann Tomlinson, the integrated curriculum model of Joyce Van-Tassel-Baska and the depth and complexity model developed by Sandra Kaplan.

Programs for the artistically gifted students provide for skill, concept, and creative development for selected gifted students beginning in grade three with visual arts and dance and grade nine with the addition of music and theatre. Activities in these programs emphasize the development of responsibility, perseverance, tolerance for the differences of others, and positive self-image.

The gifted visual arts program of study provides an advanced, sequential, and developmental curriculum. Students are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They receive intense instruction in thematically-based units of study such as color theory, three dimensional forms of expressing creative process, and creative synthesis. Drawing and graphic expression are integrated into each unit. In addition, the program emphasizes the following:

- Knowledge of media, skills, and processes.
- Form and design (basic design elements and principles).
- Principles of visual perception.
- Art history and appreciation-the study of artists and their work.
- Aesthetic development and art criticism-critical evaluation of art.

The dance education program provides a curriculum that emphasizes the following:

- Knowledge and concepts that guide the dancer such as anatomy, nutrition, physics, and kinesiology.
- Creative movement that allows the students to discover their own way of moving and to focus their creative energy.
- Dance theory that provides an understanding of dance history, dance appreciation, and dance criticism.
- Dance technique that ensures a strong foundation for the technical skills such as correct alignment of the torso and legs, attention to details of movement, and development of style.

Students develop skills in ballet, jazz, and modern dance. They have the opportunity to learn about lighting, costume, set design, and dance notation. In addition, students explore careers that are related to the performing arts and in particular, dance.

2. Instructional Strategies

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners.

General Intellectual Aptitude

VPA - Visual Arts

VPA - Dance

Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect.

Content differentiation modifies *what* the students are to know, understand, and be able to do by the end of the unit of study. When modifying the content, teachers seek to move the students to the conceptual or thematic level instead of isolating information and skills. The levels of abstractness, complexity, and variety are used to determine the degree to which the core content is differentiated.

Process differentiation modifies *how* the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teachers incorporate strategies and methods of student-centered instruction that seek to actively engage students in the learning process. The extent to which higher level questioning, open-endedness, freedom of choice, and group interaction are used determines the degree to which the processes of teaching and learning are differentiated.

Product differentiation modifies the methods students use to show evidence of their learning. When differentiating this area, teachers look first to the discipline and engage students in those products which people in the field of study would create. Product differentiation seeks to help students engage in authentic products for real audiences and allows for the transformation of information. Evaluation of differentiated products is a collaborative effort among student, teacher, and someone in the field of study whenever possible.

Learning environment differentiation encourages independence, openness, acceptance, and high mobility. Teachers who are differentiating the learning atmosphere create complex classrooms rich with resources, materials for hands-on exploration, centers, and learning stations, and student-centered patterns of interaction.

Differentiation to meet students' affective needs focuses on the social and emotional characteristics of gifted learners. In order to attend to affect, teachers must first understand the varied socio-emotional needs of gifted learners and then, modify curriculum and instruction to scaffold for students as appropriate.

Acceleration and curriculum compacting are instructional strategies that enable teachers to meet the needs of gifted learners. Acceleration may take the form of advancement in grade level or it may be advancement in a particular course or area of study. For example, students in elementary school may take mathematics at a neighboring middle school. In addition, students

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have the opportunity to take courses at community colleges while still in high school, and enroll in correspondence courses or on-line courses.

There are eight secondary academy and advanced academic programs (schools-within-schools) in Virginia Beach City Public Schools. There is one middle school advanced academic program and two at the high school level. Academies are theme-based programs that provide options for gifted students who have specific interests and/or abilities. The academy and advanced academic programs are not exclusively for gifted students, but are choices for gifted students to consider.

Providing students with advanced curricula is another method for accelerating their learning. Beginning credit-bearing courses at the middle school level enables students to enter high school with at least five credits. Students take advanced placement courses as a means of accelerating the high school learning experience.

Compacting curriculum is another instructional strategy that is used frequently to allow students who have already mastered material or who can master the content more quickly to do so; thus, giving them time to engage in other content that they find more challenging or interesting.

Gifted students are also afforded the opportunity to undertake independent studies. These studies occur at all levels: elementary, middle, and high school. At this time, students are only given credit for independent studies at the high school level.

Problem-based learning presents gifted students at all instructional levels with ill-structured problems that must be solved. This instructional strategy enables the students to tackle the complexities that will be facing them as citizens in a global community, as well as in their daily lives. The students are asked to grapple with issues that provide powerful learning opportunities.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

School Board Policy 6-31 Gifted and Talented Students provides the division policy for instruction of gifted students. The information that follows describes access and procedures germane to this policy.

Parents/guardians, students, school personnel, and community members are notified of the referral process through the division-wide newsletter, "Apple-A- Day," is available on the divisions internet site www.VBSchools.com. In October of each year, a brochure on the referral and identification process is distributed. Workshops for school staff and parents are conducted by the gifted resource teacher and/or gifted assessment specialists. In addition, all schools are asked to include information about the referral process in their newsletters. News releases are sent to local newspapers; advertising time is purchased on local radio station; personal appearances are made on local television and radio stations; and meetings may be conducted with local civic groups, such as the NAACP, the Philippine Community, and the Equity Council to inform the public of the referral process.

All students who are determined to be eligible for gifted services for general intellectual aptitude in grades kindergarten through twelfth immediately qualify for services in their neighborhood school resource program. The gifted resource teacher in collaboration with the classroom teacher must differentiate the regular education program to meet the needs of each gifted student in the neighborhood school and assure there is a match between a student's capabilities and the gifted services delivered. A few students, because of special circumstances and/or parental concerns, are not provided services at the time of eligibility, though they remain eligible for the services as long as they attend Virginia Beach City Public Schools. Kindergarten and first grade students are served through a collaborative resource model provided by the gifted resource teacher and the classroom teacher.

Students may apply to ~~Kemps/Landing~~ Old Donation School for gifted services for general intellectual aptitude. All applicants to ~~Kemps-Landing~~/Old Donation School must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. ~~Kemps/Landing~~ Old Donation School teachers must develop and implement differentiated curriculum and instruction to meet the needs of each student and assure there is a match between a student's capabilities and the services delivered.

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Students at the high school level are placed in cluster classes in grades nine and ten and have access to all available advanced and AP courses. High school students are also eligible to apply to an advanced academic program or an academy. These programs operate in a school-within-a-school model and attract students from across the division. Advanced academic programs and academies are not gifted programs, but are considered rigorous and challenging. High School Academies include Global Studies and World Languages Academy at Tallwood High School; Health Sciences Academy at Bayside High School; Legal Studies Academy at First Colonial High School; Mathematics and Science Academy at Ocean Lakes High School, and Governor's STEM & Technology Academy at Landstown High School; and Visual and Performing Arts Academy at Salem High School.

Gifted Students may also apply to advanced academic programs which include The International Baccalaureate Program at Princess Anne High School and The Middle Years International Baccalaureate Program (MYP) at Plaza Middle School.

All advanced academic programs and academy programs require application and acceptance prior to attendance.

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.

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5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Gifted education services in Virginia Beach are dependent on collaborative work among gifted resource teachers, cluster teachers, parents, administrators, and community members. The general education curriculum serves as the foundation for appropriately differentiated curriculum for the gifted (Attachment E).

Understanding of principles of the integration of gifted education and general education:

In addition to collaborating with the cluster teacher to develop specific curriculum units and differentiated lessons, the gifted resource teacher provides staff development opportunities through workshops, coaching, co-teaching, modeling, and/or peer observations. Staff development opportunities focus on differentiation principles, gifted pedagogy, curricular development, instructional modifications, characteristics of gifted learners, social and emotional needs of gifted learners, and parental involvement (Attachment E).

Understanding of the characteristics of gifted students:

All gifted education teachers participate in an introductory two-hour course, Worthy Horizons, on characteristics of gifted learners including traditionally recognized and concomitant characteristics. In addition, all teachers in the division have access to an online training on identification and placement procedures that includes characteristics of gifted learners. All gifted education teachers are required to obtain a gifted endorsement from the state of Virginia. Coursework includes a graduate-level class on characteristics. Ongoing professional development regularly includes topics related to underserved populations (twice-exceptional learners, those who are culturally diverse, economically disadvantaged, or physically disabled). These trainings involve research-based approaches and resources as well as presentations developed in collaboration with local and national experts. A school division emphasis on social and emotional needs of gifted learners supports our work with meeting the affective needs of the gifted population (Attachment F).

Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment:

The following paragraph from the Virginia Beach City Public Schools Gifted Testing Guidelines describes the identification process for which information and training are provided for all gifted staff.

Identification of students for gifted program services in Virginia Beach City Public Schools is based upon multiple and specific criteria. Information including ability and achievement test results, input from parents and teachers, and a review of student performance from the cumulative record is collected and reviewed to develop a student profile. A centralized committee composed of educational personnel who have knowledge of gifted education makes decisions regarding eligibility.

Essential information regarding all processes and supporting documents for students' referral and identification can be found in the Gifted Testing Guidelines. Additional information is provided to all stakeholders through:

- an annual first grade identification parent and teacher workshop
- transition workshops for parents and teachers
- the provision and use of the gifted testing handbook
- mock eligibility workshops for gifted resource teachers, schools by request, and CAC
- anecdotal records collection and management
- online training
- workshops designed for new gifted staff in years one and two

Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources:

As the program leaders, the executive director and coordinators in [Programs for Exceptional Children – Office of Gifted Programs](#) ~~Office of Differentiated Academic Programs and Professional Learning~~ play an essential role in the success of gifted programs in Virginia Beach. As such, professional development is highly valued. No one model provides the theoretical framework for the Virginia Beach City Public School's gifted curriculum. But rather, it is an eclectic mix that incorporates the best practices of several gifted education models, such as Robert J. Sternberg's Triarchic Theory; facets of Renzulli's Enrichment Triad model; the differentiated instruction model of Carol Ann Tomlinson; the integrated curriculum model of Joyce Van Tassel-Baska; the Depth and Complexity Model developed by Sandra Kaplan; and other research-based gifted pedagogical practices (Attachment F).

Virginia Beach City Public Schools

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Gifted Visual Arts –VPA, Gifted Dance Education-VPA)	REQUIRED TRAINING
Gifted resource teachers	GIA	Local training in differentiation of curriculum and instruction, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Gifted Cluster Teachers	GIA	Local training in curriculum differentiation and social and emotional needs of gifted students
Select School Classroom Teachers	GIA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Gifted Visual Arts Teachers	VPA	Local training to extend their artistic skills as well as the use of gifted pedagogy when developing curriculum for students gifted in the visual arts; add-on endorsement in gifted education
Dance Education Teachers	VPA	Local training to extend their artistic skills as well as the use of gifted pedagogy when developing curriculum for students gifted in dance; add-on endorsement in gifted education

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA)	REQUIRED TRAINING
Kindergarten and first grade teachers	GIA	Local training in curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students
K-12 Teachers	GIA	Local training in characteristics of the gifted referral/identification, underrepresented populations, gifted program services, differentiation of curriculum and instruction, and gifted pedagogy

1. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:

The use of Virginia Beach City public Schools gifted curriculum benchmarks ensures alignment between characteristics of gifted learners, the needs of gifted learners, and the educational opportunities provided to them through curriculum, instruction, and assessment (Attachment D). Ongoing professional development is differentiated to introduce and enhance teacher understanding of the alignment between gifted characteristics and instructional decisions. The information below is foundational for teachers of the gifted in Virginia Beach City Public Schools.

Gifted services in Virginia Beach provide a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote the use of critical thinking skills and creative production. The gifted benchmark curriculum goals for gifted programs K-12 are:

- To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.
- To develop critical thinking and creative abilities and problem solving skills.
- To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. Concept-based experiences focus on major universal themes in grades kindergarten through twelfth grade. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs. Complexity and depth is grounded in a strong content base and is used to differentiate regular education curriculum units. Technology is a tool for teaching, learning, and production and can support the development of sophisticated products using varied modes of expression. The evaluation of student learning through appropriate and specific criteria occurs regularly through the use of performance-based assessments and rubrics based on local and state standards and gifted curriculum benchmarks and indicators.

2. Understanding of contemporary issues and research in gifted education, including:

Gifted resource teachers have been trained in the gathering, analysis, and response to underachieving gifted students. Training has been provided to address subject areas where underachievement is predominant. Gifted resource teachers work with classroom teachers, building administrators, school counselors, and parents to support and increase students' success. In order to build the capacity of gifted resource teachers to address this contemporary issue, both formal and informal sessions were provided by gifted coordinators focused on topics relevant to gifted underachievement.

Professional learning communities were established and titled collaborative learning culture groups (CLC) where GRTs participated in collaborative, interest-based action research/inquiry. Groups research contemporary topics as they relate to gifted students in their respective buildings. CLC groups create products to benefit the gifted community at large. Future work includes vertical collaboration with a focus on transition and alignment.

A concentrated effort is being made to identify students in underrepresented populations. Virginia Beach City Public Schools implements the Emerging Scholars Initiative (ESI) in sixteen Title I schools with low socioeconomic status. A full-time gifted resource teacher collaborates on a weekly basis in kindergarten and first grade classrooms to assist teachers in the development and delivery of lessons and to gather anecdotal information. The anecdotal records are analyzed for patterns of behavior that mirror characteristics of gifted students.

The ESI is a multi-faceted program that is designed to improve the identification and gifted program services in low-socioeconomic schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are the core components of the ESI.

In addition, Virginia Beach City Public Schools is partnering with a local museum to provide cultural experiences for students and their parents/guardians. The program, SAPLINGS (Students and Parents Learning Intellectual Growth Strategies), provides another avenue to observe, collect data, and develop potential in the first grade students. Docents, classroom teachers, and gifted resource teachers in the museums observe students in this unique setting and provide anecdotal information as well.

A concentrated effort has been made to identify students who are twice exceptional learners. The ~~Office of Differentiated Academic Programs and Professional Learning~~ [Programs for Exceptional Children – Office of Gifted Programs](#) has collaborated with [Office of Special Education](#) to develop procedures for screening students that are being assessed for special needs and referring potential candidates to the Gifted Testing Office. In addition, workshops have been conducted for gifted resource teachers, regular education teachers, and members of the Community Advisory Community for Gifted Education, where OPEC staff members participated. A brochure originally published in 2006 was reissued to support this initiative.

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Community Advisory Committee for Gifted Education advises the Virginia Beach School Board of the educational needs of all gifted students in the school division. The duties and responsibilities of this advisory committee are to:

- review annually the local plan for the education of gifted students, including revisions,
- determine the extent to which the local plan for the previous year was implemented,
- develop annual goals and priorities,
- represent the community,
- encourage a collaborative relationship between school division staff and the community,
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education,
- focus attention on issues relative to improving the educational services for gifted students, and
- submit recommendations of the advisory committee in writing to the Superintendent and the School Board.

To that end, the Community Advisory Committee for Gifted Education requires its members to participate in yearly site visits to two schools within the school zone they represent. Information based on these visits allows the committee to review the implementation of the six critical elements of the gifted program in Virginia Beach: clustering, advocacy, collaboration, curriculum and instruction, professional development, and communication. In addition to this information, gifted program staff provides the committee with a listing of accomplishments and activities that occur during the school year. These components comprise the yearly report given to the school board by the committee.

On November 17, 2009, the Virginia Beach School Board approved the Gifted Education Program K-12:

Evaluation Readiness Report including the program goals and objectives, the evaluation plan, and the recommendations concerning the evaluation of the program. The recommended evaluation plans included the following: 1) begin a process evaluation during 2009-2010 focused on the process-oriented goals and objectives regarding how the program operates, 2) continue the process evaluation during 2010-2011, and 3) conduct an outcome evaluation during 2011-2012 focused primarily on evaluating the extent to which the outcome-oriented goals and objectives were met. This evaluation report is based on the School Board-approved plan and includes the results of the process evaluation that was conducted during 2009-2010.

Virginia Beach City Public Schools

The evaluation included service delivery models at all school levels. This evaluation focused on the operational components of implementing the program, such as the structure of the program and service delivery models; program alignment from kindergarten to grade twelve; implementation according to key Virginia Beach City Public Schools (VBCPS) expectations or guidelines; referral, identification, and selection processes; differentiation of instruction; classroom assessment practices; collaborative work among teachers; staff development; parent involvement and participation; and attending to students' cognitive, emotional, and social needs. Additionally, preliminary data regarding several student outcomes was included based on survey data. The evaluation was based on both quantitative and qualitative data that were collected through surveys, reviews of program documents, classroom observations, and multiple databases. Survey data were analyzed and presented by service delivery model in order to identify strengths and weaknesses within the Gifted Education Program. The link to each year of the evaluation can be found at <https://www.vbcps.com/depts/REA/Evaluations/Pages/default.aspx>.

At the completion of each year of the three-year gifted program evaluation, the findings dictated the direction of program improvements. Following the three-year evaluation, the findings continue to be used to determine goals, objectives, and activities included in the 2015-2020 Local Plan for the Education of the Gifted.

The review of student outcomes and the academic growth of gifted students occurs on a regular basis. Formative and summative performance tasks and rubrics are developed and/or refined to include purposeful infusion of the gifted curriculum goals, benchmarks, and indicators. A data-driven improvement planning process developed by gifted program staff based on the work of Jay McTighe and Grant Wiggins is conducted on a regular basis at all elementary, middle, and high schools. This process reviews student products to determine academic growth and the degree to which students are demonstrating gifted program benchmarks, sophisticated understanding, knowledge and skills (Attachment G). Adjustments to curriculum, instruction, and assessment are made as a result of the data gathered from the DDIPP.

Screening for gifted services of all first and fifth grade students will continue in the concentrated effort to identify students in underrepresented populations. An ongoing review of identification results to determine if students from the underrepresented populations are referred and identified using the profile occur annually. Additionally, the concentrated effort to identify students who are twice exceptional learners will continue. Screening procedures have been developed for students with special needs as a result of collaboration between the Office of Teaching and Learning and the Office of Programs for Exceptional Children and this will continue.

In the spring of 2014, the gifted assessment specialists in collaboration with the Department of Teaching and Learning conducted a review of current ability tests utilized for gifted identification in the school division. Based on a review of the literature regarding underrepresented gifted populations, it was determined that the Cognitive Abilities Test (Form 7) ©2012 and Naglieri Nonverbal Ability Test, 2nd Edition ©2007 were the most appropriate ability tests for obtaining the needed information for identification of students in grades 1-12. The CogAT (Form 7) was piloted during the 2013-2014 school year with second grade students. First grade students referred for gifted services were administered both the NNAT2 and the CogAT, Form 7. The results were reviewed and full implementation will begin in the fall of 2015. The test author, Dr. David F. Lohman noted that the test helps identify all students' abilities, has superior technical quality and includes three separate cognitive domains "to form a more cognitive perspective of a student's reasoning abilities."

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Local Advisory Committee [§ 22.1-16, Code of Virginia]

School Board of the City of Virginia Beach Policy 7-24

COMMUNITY RELATIONS

Citizens' Advisory Committees: Gifted Education Citizens' Advisory Committee

- A. A local advisory committee for gifted education ("Advisory Committee") shall be established by the Superintendent on behalf of the School Board as mandated in the legal reference to this Policy. The Superintendent shall promulgate regulations to require the Advisory Committee to comply with state law and Virginia Board of Education regulations.
- B. The School Board shall determine the membership of the Advisory Committee in accordance with state law and Virginia Board of Education regulations.
- C. The written annual review of the Local Plan by the Advisory Committee shall be made in accordance with state law and Virginia Board of Education regulations and submitted to the School Board and Superintendent by the Advisory Committee.

Composition of Local Advisory Committee (LAC)

Categories	Number represented
Parents	12
Teachers (ex-officio)	4
Administrators (ex-officio)	1
Support Staff	0
Community □ representatives of business, industry, arts	0
Community □ persons who are not parents of identified students	0
Students (optional)	1

Virginia Beach City Public Schools

Community Advisory Committee for Gifted Education (CAC) whose purpose is to advise the School Board of the educational needs of all gifted students in the Virginia Beach City Public Schools updates its pool of potential members on a yearly basis. The CAC maintains a list of all interested citizens who are willing and qualified to serve and when a vacancy occurs, potential members are interviewed. Geographical representation reflects the high school attendance zones. The ethnic composition mirrors the percentage of each ethnic group enrolled in the school division.

All voting members are appointed by the School Board. The CAC has a nomination subcommittee, which makes recommendations to the Committee of nominees for membership. It is the responsibility of the nominating subcommittee to encourage or recruit qualified nominees who fairly represent the ethnic and geographic diversity of the school division. The nomination committee will monitor the terms of current members as well as any vacancies, which arise and make recommendations of qualified nominees to the Committee in a timely manner. The Committee makes recommendations of qualified nominees to the School Board either prior to the expiration of the member's term or within a reasonable time after the occurrence of a vacancy. Employees of the Virginia Beach City Public Schools are not eligible to serve as voting members.

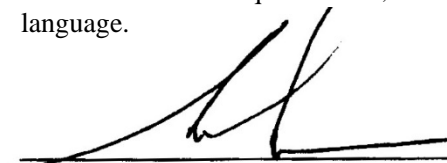
The Community Advisory Committee for Gifted Education meets nine times a year in the months of September, October, November, January, February, March, April, May, and June (Attachment E).

Part XII: Assurances (8V AC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services/or Gifted Students*, the following assurance must be provided by the school division:

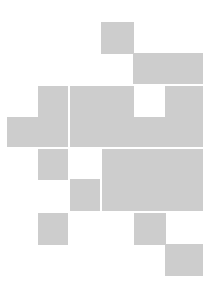
- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

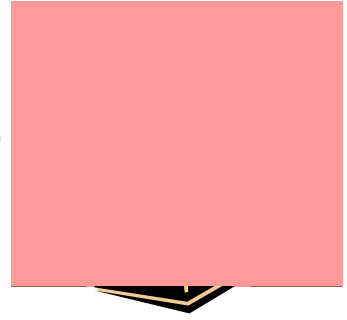
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Division Superintendent's Signature Aaron C. Spence 7/2/15
Printed Name Date

Attachments

- A. Compacting Curriculum (Strategies Toolbox p. 87)
- B. Acceleration (Strategies Toolbox p. 83)
- C. Tiered Activities (Strategies Toolbox p. 116)
- D. K-12 Gifted Program Benchmarks
- E. CAC Information (Meeting Schedule, Website)
- F. 2013-2015 Staff Development Plans
- G. Data-driven Improvement Planning Process (DDIPP)



Strategies Toolbox

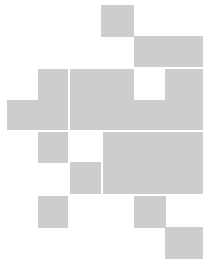


Curriculum Compacting

Curriculum compacting is one of the most common strategies for modifying the curriculum for high-end learners. Compacting is based upon the idea that students who have mastered or can easily master content material and skills can buy time to study material that they find challenging and interesting (Renzulli & Reis, 1985).

Steps in the Process:

1. Determine the learning objectives for a unit or course of study.
2. Find a valid and reliable way to assess those learning objectives.
3. Assess the students in the class.
4. Identify students who may have already mastered the content and/or skills (or could master them quickly).
5. Streamline practice or instruction for students who demonstrate mastery of the objectives.
6. Provide small group or individual instruction for student who have not yet mastered all of the objectives, but are capable of doing so more quickly than their classmates.
7. Offer more challenging academic alternative based upon student interest.
8. Maintain a record of the compacting process and instructional options provided. (Reis, Burns, & Renzulli, 1992)



Strategies Toolbox



Acceleration

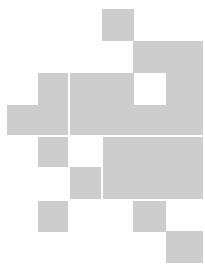
Acceleration is a modification to the pace of instruction that can be used to differentiate the learning process. It is one of the most important process modifications recommended for gifted students. Acceleration is common in two forms:

1. Students move through the standard curriculum in as short a time as is possible and beneficial to the students.
2. Students move through a year's required curriculum in a few months and using the rest of the year to do activities in areas of study that are particularly interesting to individual or small groups of students (Maker & Nielson, 1995).

Acceleration can be achieved through a variety of methods. One tool that helps facilitate accelerated pacing is curriculum compacting. In compacting, students have the opportunity to demonstrate mastery of objectives and their facility for expedient work in content.

Suggested applications:

- Speeding up the rate of instruction in classrooms for gifted students. This can be achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice.
- Condensing year-long courses into a semester or less by preassessing students' knowledge, understanding, and skills within and across content areas. With the time compacted, students can focus on areas of interest.
- Providing a variety of levels of activities and materials appropriate to the abilities of gifted students. The use of off grade level materials is a method of facilitating acceleration as students go beyond the grade level standard.



Strategies Toolbox



Tiered Assignments

In order to modify learning opportunities according to students' readiness levels, tiered assignments are utilized as differentiation tools.

Steps in the Process:

1. Identify the topic and instructional objectives that will serve as the focal area for the set of tiered assignments. Tasks are modified at varying degrees of readiness while all levels remain focused on the same topic and same instructional objectives.
2. With the content focus established, identify what all students will know, understand, and be able to do as a result of the tiered tasks. While the learner outcomes may vary according to depth and complexity of understanding given different readiness levels of students, the content focus, thinking skills, and use of varied process skills and products will remain constant.
4. Determine several target areas on *The Equalizer* by which the tasks will be tiered. The areas of the equalizer assist in modifying the task at varied levels of readiness. Since each level of the task is designed to stretch the students, teacher support is essential at all levels.
4. Design a Ready-To-Go-Task with the readiness of the highest level of learner in mind. Beginning the planning "at the top" ensures that substantial rigor is built into the task. While the task may be overwhelming for some students in the Ready-To-Go group, scaffolding may be build into the process modifications.
5. With the Ready-To-Go-Task designed, create a Just Ready Task with the readiness level of grade level students in mind. With the same areas of *The Equalizer* and learner outcomes established, focus on stretching the students who are at the grade level standard in terms of readiness. Often, text materials, grade level resources, and curriculum guides offer suggestions for this group.
6. Design a Not-Quite-Ready Task for students who are below the grade level standard in readiness. Often times, this level of the task can be built by focusing on fewer concepts and building support for students into the design of the task.
7. Following implementation of tiered assignments, the entire class should be brought together whole group for an activity that allows all students to use the work from their tiered task in the activity. In this way, all levels of students may make a contribution regardless of the type of task they were assigned.



Department of Teaching and Learning
~~Office of Differentiated Academic Programs and Professional Learning~~
Gifted Programs

Benchmarks for Gifted Students K-1 Program

Goal Statement: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Students will think creatively.

- Indicators:**
- *Breaks set*
 - *Finds problems*
 - *Explores possibilities through investigation and experimentation*
 - *Displays curiosity*
 - *Brainstorms ideas independently*
 - *Exhibits varied interests*
 - *Demonstrates learning through product choices*
 - *Takes risks*
 - *Creates ideas that are original to the student (originality)*
 - *Creates a variety of ideas (flexibility)*
 - *Creates ideas that are adaptive and elaborative (elaboration)*
 - *Works as a creator of ideas and connections rather than only a consumer of ideas and knowledge*

Goal Statement: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: **Students will think critically**

- Indicators:**
- *Explains relationships among information, ideas, and concepts*
 - *Creates analogies*
 - *Identifies patterns*
 - *Creates generalizations that link two or more ideas*
 - *Understands information, ideas, and concepts*
 - *Defends a position or idea with evidence and proof of reasoning*
 - *Categorizes information and ideas*
 - *Sets short-term goals*
 - *Identifies personal strengths and weaknesses through analysis and reflection*
 - *Makes connections among ideas, topics, and concepts*

Benchmark: **Students will think logically.**

- Indicators:**
- *Selects the most efficient methods and strategies to complete a task*
 - *Understands and applies the rules of the discipline (e.g. Scientific Method, writing process, mathematical)*
 - *Understands sequential order*
 - *Completes analogies*
 - *Creates and follows multi-step directions to complete a task*
 - *Develops a method or plan to complete a task*

Goal Statement: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Students will problem solve.

- Indicators:**
- *Actively searches for possible solutions*
 - *Explores multiple solutions*
 - *Identifies a real world problem*
 - *Uses multiple and varied resources*
 - *Acknowledges the importance of an issue*
 - *Exhibits persistence in the problem solving process*
 - *Makes connections among problems and issues*
 - *Generates questions related to a real world problem*
 - *Applies critical, creative, and metacognitive thinking skills in the process of problem solving*
 - *Uses methods of inquiry in problem solving*

Benchmark: Students will think metacognitively.

- Indicators:**
- *Identifies strengths and weaknesses*
 - *Focuses intensely on a task of personal interest*
 - *Demonstrates reflection in processes and products*
 - *Demonstrates an awareness of the larger community (school, community, state, and/or world)*
 - *Communicates thinking processes*
 - *Makes adjustments in response to personal strengths and weaknesses*
 - *Identified levels of thinking and questioning*

Attachment D

Goal Statement: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Students will be questioners.
Indicators:	<ul style="list-style-type: none">• <i>Recognizes real world possibilities for inquiry and investigation across domains of knowledge</i>• <i>Asks relevant questions</i>• <i>Asks thought-provoking questions</i>• <i>Generates questions independently</i>• <i>Exhibits curiosity</i>• <i>Asks questions at varying degrees of complexity</i>• <i>Extends thinking</i>



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

Department of Teaching and Learning

~~Office of Differentiated Academic Programs and Professional Learning~~

Gifted Programs

Benchmarks for Gifted Students

Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.

Benchmark: Gifted students will create their own examples and non-examples of a concept.

- Indicators:**
- *Identifies examples and non-examples of a concept*
 - *Categorizes examples and non-examples of a concept*
 - *Generates multiple examples and non-examples of a concept*
 - *Notes characteristics of a concept*
 - *Notes exceptions to a concept*
 - *Proves with evidence examples and non-examples of a concept*

Benchmark: Gifted students will use personal experiences to support a generalization about a given concept.

- Indicators:**
- *Connects personal experiences to concepts and generalizations when studying real world issues and problems*
 - *Uses personal experiences to support concepts and generalizations*
 - *Identifies changes overtime and relates them to a generalization, personal experiences, and real world issues and problems*
 - *Relates changes overtime and from various perspectives*
 - *Uses changes overtime and from varied perspectives to support a generalization*
 - *Creates generalizations related to a theme or macroconcept drawing upon personal experiences*

Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.	
Benchmark:	Gifted students will demonstrate the application of a concept across disciplines.
Indicators:	<ul style="list-style-type: none"> • <i>Uses understanding of concepts to analyze real world issues and problems</i> • <i>Creates generalizations that describe real world issues and problems</i> • <i>Relates concepts, principles, and generalizations from one discipline to themes, issues, and problems originating in other disciplines</i> • <i>Analyzes real world issues and problems to determine the interdisciplinarity of concepts and generalizations</i>
Benchmark:	Gifted students will make connections among concepts and issues.
Indicators:	<ul style="list-style-type: none"> • <i>Explains the relationships among concepts as they relate to real world issues and problems</i> • <i>Explains the similarities and differences (at the conceptual level) between two or more issues or problems</i> • <i>Recognizes the multiple points of view related to an issue or problem in the real world</i> • <i>Identifies rules, unanswered questions, ethical issues, and big ideas inherent in issues and problems in the real world</i> • <i>Synthesizes two or more concepts to form generalizations</i> • <i>Provides details and evidence to support a generalization</i> • <i>Uses knowledge and conceptual understanding to form a generalization</i>



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

Department of Teaching and Learning

~~Office of Differentiated Academic Programs and Professional Learning~~

Gifted Programs

Benchmarks for Gifted Students

Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will demonstrate fluent, flexible, elaborative, and original thinking.
Indicators:	<ul style="list-style-type: none">• <i>Develops multiple and varied ideas in a variety of situations</i>• <i>Uses multiple and varied paths in work production and problem solving</i>• <i>Elaborates upon processes and ideas</i>• <i>Creates work that is original to the learner</i>• <i>Adapts methods and ideas in creative production</i>
Benchmark:	Gifted students will provide reasons for opinions expressed.
Indicators:	<ul style="list-style-type: none">• <i>Justifies reasons for opinions expressed using authentic evidence</i>• <i>Expresses opinions based upon defensible analysis, synthesis, and evaluation of processes and evidence</i>• <i>Defends a personal point of view based upon defensible thinking processes and evidence</i>• <i>Provides evidence from credible sources to support opinions expressed</i>

Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will comprehend implied meanings.
Indicators:	<ul style="list-style-type: none"> • <i>Demonstrates intuitive thinking</i> • <i>Understands meanings presented iconically and symbolically</i> • <i>Uses iconic and symbolic representations to communicate understanding</i> • <i>Explains interpretations of self and others</i> • <i>Makes inferences</i> • <i>Formulates generalizations to demonstrate understanding</i>
Benchmark:	Gifted students will determine cause and effect.
Indicators:	<ul style="list-style-type: none"> • <i>Identifies the independent and dependent variables in an experiment</i> • <i>Manipulates the independent and dependent variables in an experiment</i> • <i>Conducts experimental research</i> • <i>Interprets cause and effect relationships in multiple disciplines</i> • <i>Interprets cause and effect relationships in real world issues and problems</i>
Benchmark:	Gifted students will compare and contrast data, ideas, concepts, and perspectives.
Indicators:	<ul style="list-style-type: none"> • <i>Determines the reliability and validity of reference information</i> • <i>Uses criteria to analyze relationships among data, ideas, concepts, and perspectives</i> • <i>Evaluates the strengths and weaknesses of an argument</i> • <i>Develops a process to collect and analyze data</i>

Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will develop generalizations.
Indicators:	<ul style="list-style-type: none"> • <i>Uses data, concepts, and perspectives to develop generalizations</i> • <i>Recognizes connections and relationships among two or more concepts</i> • <i>Formulates generalizations that support a macro concept</i> • <i>Synthesizes data, concepts, and perspectives</i> • <i>Constructs new generalizations or principles based upon knowledge</i>
Benchmark:	Gifted students will recognize patterns in various content areas (cyclic nature).
Indicators:	<ul style="list-style-type: none"> • <i>Recognizes patterns overtime</i> • <i>Analyzes patterns from different points of view</i> • <i>Makes interdisciplinary connections using patterns</i> • <i>Categorizes patterns (i.e. historical, scientific, biological, meteorological, economic)</i> • <i>Makes predictions based upon patterns</i> • <i>Draws conclusions using patterns</i>
Benchmark:	Gifted students will be risk-takers.
Indicators:	<ul style="list-style-type: none"> • <i>Accept challenges</i> • <i>Exhibits willingness to attempt new challenges</i> • <i>Tolerates ambiguity</i> • <i>Asks questions in pursuit of deeper meaning</i> • <i>Initiates challenge</i> • <i>Supports a difference in opinion</i>

Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will use a variety of strategies to solve problems.
Indicators:	<ul style="list-style-type: none"> • <i>Uses methods of inquiry to solve problems</i> • <i>Uses criteria to select the most efficient strategy(ies) to use in solving problems</i> • <i>Demonstrates fluency and flexibility in problem solving</i>
Benchmark:	Gifted students will propose multiple solutions.
Indicators:	<ul style="list-style-type: none"> • <i>Continues working to solve the problem beyond the formation of an initial solution</i> • <i>Demonstrates fluency, flexibility, and originality in solution building</i> • <i>Uses questioning to explore multiple solutions</i> • <i>Uses a variety of strategies to formulate multiple solutions to a problem</i>
Benchmark:	Gifted students will identify varied perspectives related to problems, issues, and concepts.
Indicators:	<ul style="list-style-type: none"> • <i>Exhibits empathy toward varied perspectives related to problems, issues, and concepts</i> • <i>Identifies stakeholders impacted by a problem or issue</i> • <i>Understands varied perspectives related to problems, issues, and concepts</i>
Benchmark:	Gifted students will adapt an idea to a new situation.
Indicators:	<ul style="list-style-type: none"> • <i>Integrates one idea with another idea</i> • <i>Understands how new situations positively or negatively influence an idea</i> • <i>Manipulates ideas across disciplines</i> • <i>Makes connections among ideas in multiple situations</i>



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Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding	
Benchmark:	Gifted students will identify their own style of learning.
Indicators:	<ul style="list-style-type: none">• <i>Communicates qualities of optimal learning situations</i>• <i>Chooses or designs products that reflect learning style</i>• <i>Completes and updates learning style inventory with accurate and relevant details</i>• <i>Assists the teacher in translating learning style assessment information into content, process, product, learning environment, and affective modifications</i>
Benchmark:	Gifted students will participate effectively in group processing activities.
Indicators:	<ul style="list-style-type: none">• <i>Assumes different roles within a group</i>• <i>Demonstrates the ability to compromise and reach consensus within a group</i>• <i>Shows respect for other points of view</i>• <i>Demonstrates effective qualities of a group leader and a group participant</i>

Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding	
Benchmark:	Gifted students will set goals and monitor their progress.
Indicators:	<ul style="list-style-type: none"> • <i>Works with the teacher to develop a plan for learning</i> • <i>Self-evaluates process and product goals and progress towards the goals</i> • <i>Works with the teacher to develop a plan for learning</i> • <i>Differentiates between short term and long term goals</i> • <i>Develops rubrics</i> • <i>Identifies personal level of motivation to accomplish a goal</i>
Benchmark:	Gifted students will demonstrate task commitment.
Indicators:	<ul style="list-style-type: none"> • <i>Develops and follows a timeline to complete tasks with support</i> • <i>Breaks down the task into manageable portions</i> • <i>Prioritizes multiple tasks to complete within allotted time</i> • <i>Utilizes a variety of organizational tools and techniques</i>
Benchmark:	Gifted students will communicate feelings in a socially acceptable manner.
Indicators:	<ul style="list-style-type: none"> • <i>Gives and accepts purposeful constructive criticism</i> • <i>Verbalizes another point of view</i> • <i>Shows respect for opposing points of view</i> • <i>Shows an appreciation for differences within the learning community</i>

Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding	
Benchmark:	Gifted students will demonstrate reflections in their thinking.
Indicators:	<ul style="list-style-type: none">• <i>Revisits prior knowledge and understanding with the new knowledge, skills, and experiences</i>• <i>Makes connections among learning experiences, concepts, issues, and ideas</i>
Benchmark:	Gifted students will complete self-assessments.
Indicators:	<ul style="list-style-type: none">• <i>With support, accurately identifies strengths and weakness</i>• <i>Develops and implements a plan for improvement in a particular area</i>• <i>With support, develops rubrics and assessment tools to use with process and product evaluations</i>• <i>Develop criteria for self-assessment</i>



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Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.

Benchmark: Gifted students will apply or adapt generalizations to new situations or context.

- Indicators:**
- *Adapts a generalization from prior experience to appropriately reflect a new situation or context (real world issue or problem.)*
 - *Explains the use of a generalization to synthesize varied aspects of a situation (real world issue or problem)*
 - *Proves with evidence the application or adaptation of a generalization to new situations or context*
 - *Uses the context of a situation to provide explanation of understanding*

Benchmark: Gifted students will apply generalizations to issues that impact communities.

- Indicators:**
- *Explains the application of generalizations to issues that impact communities using knowledge, understanding and concepts*
 - *Uses generalizations to explain community issues and problems*
 - *Makes connections among community issues, generalizations, and knowledge*

Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.	
Benchmark:	Gifted students will objectively identify various options to real world issues and problems.
Indicators:	<ul style="list-style-type: none"> • <i>Tolerates ambiguity when dealing with real world issues and situations</i> • <i>Creates a variety of authentic products in response to real world issues and problems</i> • <i>Generates multiple solutions to address an issue or situation that exist in the real world</i> • <i>Maintains an objective viewpoint while addressing issues and situations in the real world</i>
Benchmark:	Gifted students will deal with issues and situations in a flexible manner.
Indicators:	<ul style="list-style-type: none"> • <i>Tolerates ambiguity when dealing with real world issues and situations</i> • <i>Creates a variety of authentic products in response to real world issues and problems</i> • <i>Generates multiple solutions to address an issue or situation that exists in the real world</i> • <i>Maintains an objective viewpoint while addressing issues and situations in the real world</i> • <i>Applies frameworks across disciplines (e.g. Experimental Design, Scientific Method)</i>
Benchmark:	Gifted students will analyze unfamiliar aspects of a given concept and make connections through generalizations.
Indicators:	<ul style="list-style-type: none"> • <i>Uses a variety of self-selected strategies to analyze unfamiliar aspects of a concept</i> • <i>Uses a variety of self-selected or self-generated advanced graphic organizers to organize aspects of a concept in order to make connections and form generalizations</i> • <i>Identifies errors in the presentation or use of knowledge</i>

Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.	
Benchmark:	Gifted students will interpret and evaluate concepts in specific contexts.
Indicators:	<ul style="list-style-type: none">• <i>Demonstrates a deep understanding of concepts across multiple situations</i>• <i>Transfers knowledge and understanding of concepts from real world contexts to new situations</i>• <i>Develops criteria and rubrics to evaluate concepts in specific contexts</i>• <i>Justifies and defends with criteria interpretations and evaluations of concepts in specific contexts</i>



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Grade 5 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will develop alternative solutions for a problem.

- Indicators:**
- *Demonstrates proficient use of strategies in formulating solutions*
 - *Uses inductive and deductive processes in developing solutions*
 - *Evaluates multiple solutions according to validity, reliability, and reasonableness*

Benchmark: Gifted students will expound upon ideas.

- Indicators:**
- *Adds relevant information to expound upon ideas*
 - *Comprehends subtle similarities and differences among ideas and communicates these variances*
 - *Uses elaboration to enhance an idea*
 - *Uses elaboration in communicating thought processes during the formulation of an idea*

Grade 5 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will apply deductive and inductive reasoning.

- Indicators:**
- *Applies deductive and inductive reasoning appropriately*
 - *Formulates conclusions based upon data, reasoning, and research*
 - *Accurately identifies the components of a problem*
 - *Formulates and tests generalizations and principles*
 - *Solves problems through deductive thinking processes*

Benchmark: Gifted students will evaluate alternatives.

- Indicators:**
- *Uses a variety of criteria to make evaluations*
 - *Identifies causes, effects and consequences for each alternative*
 - *Develops criteria and formulates conclusions*
 - *Recognizes strengths, weaknesses, and ethical dilemmas among alternatives*
 - *Prioritizes alternatives based upon self-developed criteria*
 - *Identifies relevant pros and cons given a problem or situation*

Benchmark: Gifted students will think and evaluate analytically.

- Indicators:**
- *Uses a variety of questioning skills*
 - *Examines a situation through various points of view (perspective and empathy)*
 - *Recognizes the merits of different solutions*
 - *Recognizes extraneous information*
 - *Provides evidence from a variety of reliable sources to eliminate possibilities*

Grade 5 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will develop a comprehensive problem resolution or plan of action and justify decisions with evidence.

- Indicators:**
- *Assesses consequences before choosing a plan of action*
 - *Uses relevant data to support decisions*
 - *Organizes information effectively to create a plan of action*
 - *Works efficiently towards a resolution*
 - *Takes a position and defends it with evidence and reasoning*

Benchmark: Gifted students will find and define a problem or real world issue.

- *Demonstrates a concern and awareness for the outside world*
- *Develops researchable questions (descriptive, historical, experimental, correlational, developmental) of relevance in the real world*
- *Makes real world connections*
- *Asks pertinent questions on a variety of levels to find and define a problem or issue*
- *Recognizes the interdisciplinarity of key concepts*

Benchmark: Gifted students will make judgments about implications and consequences.

- Indicators:**
- *Uses relevant data to interpret cause and effect relationships*
 - *Predicts outcomes and subsequent patterns*
 - *Understands influences that shape judgments and consequences*

Grade 5 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will think metaphorically and create analogies in context.
Indicators:	<ul style="list-style-type: none"> • <i>Uses deep and complex understanding (patterns, trends, unanswered questions, ethics, big ideas, overtime, multiple points of view) to make connections</i> • <i>Develops a variety of analogous relationships</i> • <i>Uses metaphorical thinking and analogies to process new information</i>
Benchmark:	Gifted students will synthesize ideas to create novel products and solutions.
Indicators:	<ul style="list-style-type: none"> • <i>Uses a variety of self-initiated strategies to develop qualitatively different, but appropriate products</i> • <i>Combines ideas to create products and solutions</i> • <i>Makes the strange familiar and the familiar strange</i> • <i>Defends a proposed solution given alternatives based upon evidence and reasoning</i> • <i>Explains with clarity the synthesis of ideas used in the creation of novel products and solutions</i>
Benchmark:	Gifted students will create and evaluate generalizations.
Indicators:	<ul style="list-style-type: none"> • <i>Develops criteria</i> • <i>Uses rubrics and relevant criteria to conduct self-assessments</i> • <i>Uses the interdisciplinarity of the disciplines to evaluate generalizations</i>

Grade 5 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will construct support.
Indicators	<ul style="list-style-type: none"> • <i>Identifies and uses multiple and varied resources</i> • <i>Narrows data and research findings to the most important in constructing support</i>
Benchmark	Gifted students will pose researchable questions.
Indicators:	<ul style="list-style-type: none"> • <i>Identifies researchable questions</i> • <i>Evaluates questions for research</i> • <i>Modifies research questions</i> • <i>Creates concept maps on a research project</i> • <i>Focuses/narrows a topic</i> • <i>Creates a thesis statement</i>



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Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

Benchmark:	Gifted students will apply knowledge of self to product selection.
Indicators:	<ul style="list-style-type: none"> • <i>Creates products that reflect interests and learning style</i> • <i>Improves upon product design by applying knowledge of personal learning style</i> • <i>Creates products that provide an appropriate level of personal challenge</i>
Benchmark:	Gifted students will develop and apply appropriate interpersonal skills within cooperative groups.
Indicators:	<ul style="list-style-type: none"> • <i>Assumes different roles in a group</i> • <i>Initiates compromise by assuming leadership roles</i> • <i>Listens actively to the opinions and input of others within cooperative groups</i> • <i>Shows respect for others within cooperative groups</i>
Benchmark:	Gifted students will develop self-monitoring behaviors to promote continuous learning.
Indicators:	<ul style="list-style-type: none"> • <i>Independently sets goals in academic, extracurricular, and social activities</i> • <i>Completes multiple tasks within a time frame</i> • <i>Adjusts processes and products as necessary to effectively meet a learning goal</i> • <i>Develops and utilizes checklists and timelines to effectively meet a learning goal</i>

Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will develop leadership potential.
Indicators:	<ul style="list-style-type: none"> • <i>Delegates responsibilities to group members</i> • <i>Keeps the group focused on the target outcome</i> • <i>Supports all group members</i> • <i>Seeks support for the group when necessary</i> • <i>Guides the group to consensus</i> • <i>Models effective participation as a group member</i>
Benchmark:	Gifted students will evaluate the clarity of knowledge, accuracy of knowledge, and effectiveness of actions.
Indicators:	<ul style="list-style-type: none"> • <i>Verifies knowledge and understanding through multiple sources</i> • <i>Identifies gaps in knowledge and understanding within and across disciplines</i> • <i>Assesses the effectiveness of actions through a variety of means</i> • <i>Determines the extent to which he/she has clarity about knowledge</i>
Benchmark:	Gifted students will develop criteria for self-evaluation.
Indicators:	<ul style="list-style-type: none"> • <i>Identifies categories for assessing a product or action</i> • <i>Delineates the indicators for multiple outcomes</i> • <i>Determines the criteria for various levels of proficiency (i.e., poor, satisfactory, good, exemplary)</i> • <i>Determines the extent to which he/she has clarity about knowledge</i>

Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will utilize time management skills in planning, implementing, and completing complex tasks.
Indicators:	<ul style="list-style-type: none"> • <i>Creates, utilizes, and adjusts an effective time line in completing complex tasks</i> • <i>Identifies short term and long term goals</i> • <i>Plans for meeting both short term and long term goals</i> • <i>Analyzes the complexity of a task and prioritizes steps in completing a task by breaking it down into manageable phases</i> • <i>Monitors progress and makes appropriate adjustments as necessary</i>
Benchmark:	Gifted students will demonstrate reflection in their thinking.
Indicators:	<ul style="list-style-type: none"> • <i>Uses relevant data to interpret cause and effect relationships</i> • <i>Predicts outcomes and subsequent patterns</i> • <i>Understands influences that shape judgments and consequences</i>
Benchmark:	Gifted students will think metaphorically and create analogies in context.
Indicators:	<ul style="list-style-type: none"> • <i>Follows thought processes in order to assess proficiency and efficiency in completing a task</i> • <i>Analyzes thinking processes, knowledge, understanding, and tasks related to skill application in order to improve knowledge, understanding, and skills</i> • <i>Identifies personal strengths and weaknesses for the purpose of self-improvement</i> • <i>Ponders ideas, connections, and understanding</i>

Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will complete self-assessments.
Indicators:	<ul style="list-style-type: none">• <i>Judges performance and products according to a set of criteria</i>• <i>Identifies methods and areas for improvement in performance and products</i>• <i>Uses a variety of methods and tools to complete self-assessments</i>



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Benchmarks for Gifted Students

Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.

Benchmark: Gifted students will reflect on issues that impact society noting personal biases and prejudices.

- Indicators:**
- *Demonstrates an awareness of personal biases and prejudices*
 - *Communicates a desire to learn more about issues that impact society*
 - *Communicates empathy and self-knowledge*
 - *Articulates reasons for expressed opinions and notes personal biases and prejudices within the context of opinions*

Benchmark: Gifted students will justify personal perspectives of a given concept, theme, or issue.

- Indicators:**
- *Uses knowledge and understanding within and across disciplines to justify personal perspectives*
 - *Draws from prior experience and knowledge to explain personal perspectives of a given concept, theme, or issue*
 - *Uses logical reasoning to explain personal perspectives*
 - *Uses self-assessment information to justify personal perspectives*

Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.	
Benchmark:	Gifted students will formulate and predict trends related to key concepts, issues, and themes.
Indicators:	<ul style="list-style-type: none"> • <i>Uses the language of discipline, details, and patterns to understand trends related to key concepts, issues, and themes</i> • <i>Analyzes the influences that shape trends to predict future trends related to key concepts, issues, and themes</i> • <i>Collects information, categorizes data, and identifies generalizations that lead to the formation of current trends and prediction of future trends</i> • <i>Formulates and predicts trends overtime and from different points of view within and across disciplines</i>
Benchmark:	Gifted students will analyze and interpret appropriate solutions to real world problems.
Indicators:	<ul style="list-style-type: none"> • <i>Considers key issues and relevant possibilities in formulating appropriate solutions to real world problems</i> • <i>Acknowledges the limitations inherent in any solution to a real world problem</i> • <i>Relates the strengths and weaknesses of a solution to the complexities inherent in a real world problem</i> • <i>Analyzes potential solutions to a real world problem in order to either develop an original solution or select the most appropriate solution</i> • <i>Experiments with approaches to solving a problem</i> • <i>Demonstrates persistence</i> • <i>Demonstrates risk taking in analysis and interpretation of possible solutions</i>

Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.	
Benchmark:	Gifted students will recognize the relevance of the essential question.
Indicators:	<ul style="list-style-type: none"> • <i>Relates the essential question to systems of knowledge, themes, issues, and problems that frame the external world.</i> • <i>Uses the essential question to explore</i> • <i>Formulates essential questions using the facets of understanding</i> • <i>Develops essential questions based on individual interpretation</i> • <i>Evaluates the essential question in context</i>
Benchmark:	Gifted students will recognize their role in the systems of issues and problems occurring in the external world.
Indicators:	<ul style="list-style-type: none"> • <i>Makes connection among self, text, and the systems of issues and problems occurring in the external world</i> • <i>Analyzes personal perspectives regarding systems of issues and problems</i> • <i>Recognizes personal strengths and limitations with regards to systems of issues and problems</i> • <i>Acts as a catalyst in moving a project forward</i> • <i>Employs personal skills and the strengths of others</i>
Benchmark:	Gifted students will develop generalizations related to major systems, themes, issues and problems.
Indicators:	<ul style="list-style-type: none"> • <i>Extends knowledge and understanding in order to develop generalizations within and across disciplines, systems of knowledge, issues, and real world problems</i> • <i>Assesses the appropriateness of applying a generalization to specific systems, themes, issues, and problems</i>



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Grade 8 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will apply various techniques of problem solving to problem situations (e.g., mathematical, scientific, literary, technological).

- Indicators:**
- *Draws from a variety of problem solving strategies and thought processes in order to efficiently solve a problem*
 - *Modifies problem solving techniques and thought processes in order to solve a problem*
 - *Connects prior knowledge and experience with the needs of a problem situation as part of the problem solving process*
 - *Personally recognizes and initiates acquisition skills essential to the problem solving process*
 - *Employs problem solving strategies across disciplines*

Benchmark: Gifted students will utilize and apply appropriate problem solving skills in order to implement and generate new solutions for situations needing change.

- Indicators:**
- *Selects the most efficient problem solving strategy*
 - *Evaluates outcomes of a selected solution*
 - *Independently uses a variety of creative thinking strategies to generate solutions*
 - *Selects appropriate criteria for evaluating possible solutions*
 - *Generates multiple solutions*
 - *Suspends judgment of solutions until numerous alternatives have been generated*

Grade 8 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will abstract meaning and apply it to new situations.

- Indicators:**
- *Products are innovative and applicable to real world situations*
 - *Articulates connections between/among seemingly disparate data*
 - *Builds on past experiences to find solutions*
 - *Uses inferential skills to generate real life applications*
 - *Develops products that are innovative and applicable to real world situations*
 - *Determines an effective means of creatively expressing the qualities of work (e.g. depicting the imagery of a literary work)*
 - *Evaluates data and information choices before applying it to new situations*
 - *Evaluates information as applied to real world situations*

Benchmark: Gifted students will construct generalizations and synthesize across data, concepts and perspectives.

- Indicators:**
- *Constructs and infers meaning from multiple sources (i.e. graphs, TABA)*
 - *Draws from a variety of disciplines to create products*
 - *Demonstrates flexibility in moving back and forth among different problem solving strategies*
 - *Poses questions which reflect transfer of principles from one discipline to another*
 - *Develops conceptual understanding from multiple and varied experiences and perspectives*

Grade 8 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will solve problems using inductive and deductive reasoning.
Indicators:	<ul style="list-style-type: none"> • <i>Uses other points of view to generate questions about a problem</i> • <i>Assesses and communicates critical reasoning processes, creative thinking processes, logical thinking processes, and metacognitive thinking processes</i> • <i>Uses the elements of depth and complexity to develop understanding working toward or from the generalization or macroconcept level</i>
Benchmark:	Gifted students will design and evaluate innovations.
Indicators:	<ul style="list-style-type: none"> • <i>Considers feedback from authentic audiences</i> • <i>Uses existing knowledge of innovations to assess potential innovations</i> • <i>Selects appropriate criteria for evaluation</i> • <i>Seeks to be objective in the evaluation process</i> • <i>Identifies personal bias and seeks to overcome bias when evaluating</i> • <i>Builds upon ideas of others, but often generates ideas which indicate a cognitive leap</i> • <i>Demonstrates divergent thinking</i>

Grade 8 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will apply the cognitive processes of application, synthesis, analysis, and evaluation to the research process.

- Indicators:**
- *Conducts research to generate new information*
 - *Matches research format, process, and products to reflect the research focus (real world problem), research purpose, and audience*
 - *Organizes data according to purpose and audience (graphs, charts, diagrams)*
 - *Uses the organization of data to extract meaning*
 - *Organizes data in order to make decisions*
 - *Selects or develops an appropriate graphic organizing tool to best accomplish a task*
 - *Objectively critiques personal products or the products of others according to criteria*

Benchmark: Gifted students will evaluate and analyze information by judging worth, credibility, accuracy, clarity, and sort-out extraneous information.

- Indicators:**
- *Poses questions which reflect the ethical issues of the discipline*
 - *Questions and assesses the reliability of information sources*
 - *Identifies inconsistencies in a body of information*
 - *Seeks appropriate sources of support and information*
 - *Identifies personal biases before assessing information sources*
 - *Determines potential sources of bias in information and information sources*

Grade 8 Goal 2: To develop critical thinking and creative abilities and problem solving skills.

Benchmark: Gifted students will apply principles within and across disciplines.

- Indicators:**
- *Uses rules and principles from one discipline to facilitate deepened understanding and work in another discipline*
 - *Understands the interdisciplinary nature of principles and processes*
 - *Recognizes personal strengths and limitations and makes an effort to expand knowledge, understanding, and skills*
 - *Utilizes inferential skills to generate real life applications*
 - *Articulates the interdisciplinary nature of principles and processes*



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

Department of Teaching and Learning

Office of Differentiated Academic Programs and Professional Training

Gifted Programs

Benchmarks for Gifted Students

Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will capitalize on strengths and compensate for weaknesses in their learning processes.
Indicators:	<ul style="list-style-type: none">• <i>Self-assesses in order to increase self-awareness</i>• <i>Chooses appropriate strategies to maximize efficiency and improvement</i>• <i>Analyzes steps in problem solving and decision making for efficiency and improvement</i>• <i>Identifies a variety of available and appropriate resources beyond traditional sources</i>• <i>Integrates personal talents into a project</i>• <i>Determines their personal learning needs</i>
Benchmark:	Gifted students will plan, conduct, and complete complex assignments independently.
Indicators:	<ul style="list-style-type: none">• <i>Sets realistic goals and systematically works to achieve them</i>• <i>Make defensible decisions</i>• <i>Problem solves</i>• <i>Thinks critically with regards to complex task completion</i>• <i>Breaks a complex task into manageable increments</i>

Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmarks:	Gifted students will justify self-evaluations with evidence and reasoning.
Indicators:	<input type="checkbox"/> <i>Sets appropriate criteria for self-evaluation (constructs evaluation/instruments rubric)</i> <input type="checkbox"/> <i>Explains process and product choices</i> <input type="checkbox"/> <i>Provides specific feedback to justify self-evaluations</i>
Benchmark:	Gifted students will exhibit scholarly skills and behaviors.
Indicators:	<input type="checkbox"/> <i>Thinks proactively in order to complete a task, reach a goal, solve a problem</i> <input type="checkbox"/> <i>Collect thoughts and uses them for reflection and self-awareness</i> <input type="checkbox"/> <i>Invites and entertains multiple perspectives</i> <input type="checkbox"/> <i>Thinks conceptually and extends thinking to the thematic or interdisciplinary level</i> <input type="checkbox"/> <i>Communicates a willingness to participate</i> <input type="checkbox"/> <i>Actively seeks knowledge, understanding, and skill development</i> <input type="checkbox"/> <i>Cooperates with peers and adults in a learning situation</i> <input type="checkbox"/> <i>Positively persuades other to take a position through scholarly means (e.g., oration, written expression, artistic expression)</i>
Benchmark:	Gifted students will employ self-reflection as an evaluation tool for conflict resolution.
Indicators:	<input type="checkbox"/> <i>Identifies personal opinions and biases and their limitations</i> <input type="checkbox"/> <i>Identifies personal values</i> <input type="checkbox"/> <i>Identifies personal criteria for evaluation</i>

Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will demonstrate openness and respect for diverse viewpoints.
Indicators:	<ul style="list-style-type: none">• <i>Demonstrates empathy</i>• <i>Considers alternate viewpoints</i>• <i>Respects other perspectives</i>
Benchmark:	Gifted students will evaluate the effectiveness of independent and cooperative work situations according to multiple criteria.
Indicators:	<ul style="list-style-type: none">• <i>Gives and receives constructive criticism</i>



Department of Teaching and Learning
~~Office of Differentiated Academic Programs and Professional Learning~~
Gifted Programs

Benchmarks for Gifted Students

Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.	
Benchmark:	Gifted students will recognize and empathize with perspectives of a given concept, theme, or issue that is not his or her own.
Indicators:	<ul style="list-style-type: none">• <i>Demonstrates a developed sense of awareness regarding personal biases and prejudices</i>• <i>Communicates a desire to investigate and explore issues that impact society</i>• <i>Effectively communicates empathy and self-knowledge</i>• <i>Clearly articulates reasons for expressed opinions, noting personal biases and prejudices within the context of varying opinions</i>• <i>Demonstrates respect for perspectives that differ from one's own</i>• <i>Explains the value in alternative viewpoints</i>
Benchmark:	Gifted students will recognize, empathize, and make connections between the systems of issues and problems occurring in the external world.
Indicators:	<ul style="list-style-type: none">• <i>Demonstrates developed/sophisticated understanding of relationship between self and the real world</i>• <i>Recognizes possibilities and limitations of initiating change</i>• <i>Articulates the impact of complex issues and scenarios both nationally and globally</i>• <i>Considers factors and changes affecting the interplay among issues</i>

Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.	
Benchmark:	Gifted students will analyze influences that shape future trends related to key concepts, issues, and themes.
Indicators:	<ul style="list-style-type: none"> • <i>Examines emerging trends and factors that shape the emergence and evolution of ideas</i> • <i>Recognizes that trends rarely unfold in a constant, linear direction</i> • <i>Considers multiple determinants to analyze influences that shape trends</i> • <i>Uses digital technology to research and collect data in order to refine ideas and predict future trends</i>
Benchmark:	Gifted students will compare and contrast original approaches to discipline-based dilemmas with those of experts in the field.
Indicators:	<ul style="list-style-type: none"> • <i>Submits examples of refined/cumulative work to experts in the field for feedback</i> • <i>Participates in problem-solving exercises used to generate specific feedback from peers</i> • <i>Develops a framework/method for comparing and contrasting ideas</i> • <i>Generates and clarifies approaches to dilemmas through inquiry and advanced exploration</i> • <i>Collaborates with peers to develop collective points of view on the cause/effect of dilemmas</i>
Benchmark:	Gifted students will formulate essential questions, pose and define problems, and test and improve ideas.
Indicators:	<ul style="list-style-type: none"> • <i>Applies understanding of concepts from multiple perspectives to generate solutions</i> • <i>Connects the essential question to systems of knowledge, themes, and issues that frame the external world</i> • <i>Demonstrates advanced exploration and problem solving within a topic/issue using an essential question as the framework for investigation</i>

Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.	
Benchmark:	Gifted students will evaluate the limitations of generalizations related to major themes, issues and problems.
Indicators:	<ul style="list-style-type: none">• <i>Examines the paradoxes and contradictions that exist within and across disciplines, systems of knowledge, issues, and real world problems</i>• <i>Understands and manages ambiguity</i>• <i>Uses logic and previous knowledge to delve deeper into issues</i>• <i>Demonstrates advanced persistence in analyzing and interpreting solutions, including possible limitations</i>• <i>Develops sophisticated approaches to overcoming limitations by researching, collecting data, and developing inquiry-based solutions</i>



Department of Teaching and Learning
~~Office of Differentiated Academic Programs and Professional Learning~~
Gifted Programs

Benchmarks for Gifted Students

Grade 12 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will evaluate the effectiveness of various problem-solving techniques to a variety of problem-based situations (e.g. mathematical, scientific, literary, and technological).
Indicators:	<ul style="list-style-type: none">• <i>Develops criteria to determine effectiveness</i>• <i>Evaluates and compares effectiveness of solutions to problems across discipline</i>• <i>Analyzes and considers the root of problems to develop multiple solutions</i>• <i>Develops a variety of procedures for arriving at viable solutions</i>• <i>Considers and selects a variety of creative thinking strategies to generate solutions</i>
Benchmark:	Gifted students will engage in problem finding and framing for personal situations, situations in the community, and global issues, in order to apply interdisciplinary principles and processes to propose solutions to problems and complex issues.
Indicators:	<ul style="list-style-type: none">• <i>Demonstrates awareness of relationships among various disciplines</i>• <i>Synthesizes information from a variety of disciplines to find and frame problems in order to understand ideas</i>• <i>Generates multiple and varied solutions to problems</i>• <i>Works effectively as a team member to generate multiple solutions</i>

Grade 12 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will evaluate the feasibility of various solutions to problems.
Indicators:	<ul style="list-style-type: none"> • <i>Recommends and defends a solution</i> • <i>Reframes problems when alternative solutions are exhausted</i> • <i>Examines different options for solving complex real-world situations and determines why specific courses of action need to be taken</i> • <i>Generates a multitude of viable solutions and considers alternative solutions during the evaluation process</i>
Benchmark:	Gifted students will identify concepts that cross disciplines as they apply the principles of presenting a defensible argument.
Indicators:	<ul style="list-style-type: none"> • <i>Develops a clear and coherent thesis and conclusion for an argument</i> • <i>Develops logical arguments based on data and research findings</i> • <i>Identifies or seeks out the critical assumptions behind a line of reasoning and uses that to judge the validity of an argument (e.g. facts, anecdotes, case studies, quotations, tables, charts, graphs)</i> • <i>Evaluates an argument objectively by considering all sides of an issue (e.g. examining multiple perspectives, data)</i> • <i>Evaluates sources for validity, bias, and relevance</i> • <i>Builds on previous knowledge, connections, and inferred knowledge to creatively express rationale for a clearly developed argument</i> • <i>Uses macro concepts to create, explain, and/or present an argument linking multiple disciplines</i>

Grade 12 Goal 2: To develop critical thinking and creative abilities and problem solving skills.	
Benchmark:	Gifted students will investigate the causes and critical issues of problems (e.g. personal, social, ethical considerations).
Indicators:	<ul style="list-style-type: none">• <i>Analyzes the impact of decisions to self and others and takes responsibility for consequences and outcomes of decisions</i>• <i>Provides evidence in support of one's conclusions and requests evidence from others before accepting their conclusions</i>• <i>Uses multiple points of view to assess and communicate the root of the problem/issue</i>• <i>Demonstrates sophisticated, macro- understanding of problems and develops solutions while investigating problems</i>



Department of Teaching and Learning

~~Office of Differentiated Academic Programs and Professional Learning~~

Gifted Programs

Benchmarks for Gifted Students

Grade 12 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

Benchmark:	Gifted students will compare their ideas, abilities, and goals to those of practicing professionals.
Indicators:	<ul style="list-style-type: none">• <i>Chooses independent investigations to study research, contributions, and authentic practices of professionals in the field</i>• <i>Establishes and uses authentic goals to guide work</i>• <i>Assesses work according to goals</i>• <i>Identifies how components of their learning profiles align with those of the practicing professionals in one or more disciplines</i>• <i>Thinks critically and conceptually towards mastering the completion of an innovative task</i>• <i>Considers a variety of resources for honing the development and authentic presentation of ideas</i>
Benchmark:	Gifted students will reflect on their own learning and work profiles over time.
Indicators:	<ul style="list-style-type: none">• <i>Identifies emerging patterns and trends in personal learning and work profiles</i>• <i>Utilizes assessment formats that require reflection (goal statements, reflective essays, longitudinal portfolios, journals, and personal discoveries)</i>• <i>Assesses individual strengths to develop a personal plan of action</i>• <i>Develops personal criteria for evaluating achievement of goals and growth</i>

Grade 12 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.	
Benchmark:	Gifted students will extend independent scholarly skills and behaviors.
Indicators:	<ul style="list-style-type: none"> • <i>Selects independent projects based on individual abilities and interests</i> • <i>Incorporates personal learning style into creation of products</i> • <i>Effectively uses various styles of oral and written communication</i> • <i>Designs original work and participates in contests at the state and national level</i> • <i>Seeks constructive criticism in order to hone ideas, aspirations, and interests</i>
Benchmark:	Gifted students will explore opportunities for personal involvement in global issues.
Indicators:	<ul style="list-style-type: none"> • <i>Assesses individual strengths to develop a personal plan of action</i> • <i>Hones/develops a meaningful perspective/connection to a significant cause or issue</i> • <i>Seeks meaningful resources and knowledge to foster and develop understanding of cause or issue</i>
Benchmark:	Gifted students will demonstrate the ability to synthesize information and incorporate the information generated.
Indicators:	<ul style="list-style-type: none"> • <i>Extends application of information across other disciplines</i> • <i>Selects and organizes meaningful data to review for decision making and creating products</i> • <i>Objectively analyzes personal products and those of others to extract specific meaning</i> • <i>Develops appropriate benchmarks and tools for accomplishing tasks</i>

Attachment E

<http://www.vbschools.com/curriculum/gifted/cac.asp>

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A commitment to provide all students with the necessary skills to thrive as 21st century learners, workers and citizens.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

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Community Advisory Committee for Gifted Education (CAC)

The purpose of the gifted education community advisory committee is to advise the School Board of the educational needs of all gifted students in the school division. The duties and responsibilities of the gifted education community advisory committee are to:

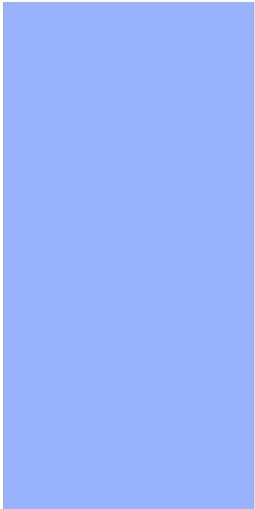
- Annually review the local plan for the education of gifted students, including revisions;
- Determine the extent to which the local plan for the previous year was implemented;
- Develop annual goals and priorities;
- Represent the community;
- Encourage a collaborative relationship between school division staff and the community;
- Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education;
- Focus attention on issues relative to improving the educational services for gifted students; and
- Submit recommendations of the advisory committee in writing to the Superintendent and the School Board.

For information about serving on the committee or about committee meeting dates, times, and location, call the Office of Differentiated Academic Programs and Professional Learning at 757.263.1405; or Shekita Howard, CAC Chairperson, at 757.339.9535.

Schedule of Meetings 2014-2015 2nd Monday of the Month

The meetings begin at 6:30 p.m. and conclude at 8:30 p.m.

Meeting Date	Location	Topic(s) / Minutes
September 8, 2014	School Administration Building Building #6 2512 George Mason Drive Virginia Beach, VA 23456	Role of the CAC Review of Gifted Program Components Committee Assignments Establish Site Visit Schedule Local Plan for the Gifted 2015-2020
October 13, 2014	Plaza Annex Professional Development Center 641 Carriage Hill Road Virginia Beach, VA 23452	Mock Eligibility with assessment specialists
November 10, 2014 (Veteran's Day on 11th)	Laskin Road Annex Professional Development Center 1413 Laskin Road Virginia Beach, VA 23451	Twice-exceptional Learners
December – No Meeting		
January 12, 2015	Salem HS 1993 Sun Devil Drive Virginia Beach, VA 23464	Arts Programs: Governor's School, Salem VPA, ODC, and VBMS Gifted Visual Arts Program



February 9, 2015	Kemps Landing/Old Donation School 2509 Seaboard Road Virginia Beach, VA 23456	Kemps Landing/Old Donation School consolidation update and visit/tour
March 9, 2015	College Park ES 1110 Bennington Road Virginia Beach, VA 23464	Gathering of Region II Gifted Education Advisory Committee Members for Discussion & Sharing
April 13, 2015	School Administration Building Building #6 2512 George Mason Driv Virginia Beach, VA 23456	Site Visit Debriefing
May 11, 2015	School Administration Building Building #6 2512 George Mason Drive Virginia Beach, VA 23456	Site Visit Debriefing Develop Report to the School Board
June 8, 2015	School Administration Building Building #6 2512 George Mason Drive Virginia Beach, VA 23456	Membership and Report to the School Board

[CAC Meeting Archives](#)



Attachment E



FOR IMMEDIATE RELEASE

Date: 05/06/15

News Release No. 071



Office of Differentiated Academic Programs
and Professional Learning

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CAC meeting scheduled

The Community Advisory Committee for Gifted Education (CAC) will hold its next regularly scheduled meeting Monday, May 11, in the [School Administration Building of the Virginia Beach Municipal Center](#) at 6:30 p.m.

CAC serves as an advisory body to the School Board regarding the educational needs of all gifted students in Virginia Beach City Public Schools.

All interested parents, caregivers and community members are invited to attend. Public comments are welcomed. For more information, or to sign up to speak, contact the Office of Differentiated Academic Programs and Professional Learning at 757-263-1405.

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Department of Teaching and Learning

Staff Development Plan 2013-2014
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
OCTOBER					
A/B ES GRTs	October 10, 2013 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> • Content Update • Collecting Anecdotal Evidence • Collaboration 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 	<ul style="list-style-type: none"> • Data-driven Improvement Planning to be conducted on a regular basis throughout the year 	<ul style="list-style-type: none"> • Data-driven Improvement Planning to be conducted on a regular basis (includes kindergarten in ESI schools)
NOVEMBER					
New GRTs (Years 1-2)	November 7, 2013 (8:00 a.m. – 12:00 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> • Concept-based Curriculum • Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 		
A/B ES GRT	November 14, 2013 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> • Jr. Great Books Training • Collaboration 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 		
ESI GRTs	November 22, 2013 (12:00 p.m. – 3:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> • SAPLINGS Parent/Student Workshop • Collaboration with Chrysler Museum 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 		

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
JANUARY					
A/B ES GRT	January 9, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Twice-exceptional (2e) Learners Using Anecdotal Evidence 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
FEBRUARY					
New GRTs (Years 1-2)	February 6, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 		
MARCH					
A/B ES GRT	March 6, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Content Update Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
ESI GRT	March 21, 2014 (12:00 p.m. – 3:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Underserved Populations Specific to ESI Schools Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
APRIL					
A/B ES GRT	April 10, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Underserved Populations Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
MAY					
New GRTs (Years 1-2)	May 1, 2014 (11:30 a.m. – 2:30 p.m.) School Plant 2nd Floor Training Room	<ul style="list-style-type: none"> Five-year Plan Development 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 		



Department of Teaching and Learning

Staff Development Plan 2013-2014
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
OCTOBER				
MS/HS GRT	October 14, 2013 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (Math) Collaboration 	<ul style="list-style-type: none"> Math Coordinator(s) Gifted Coordinator(s) 	<ul style="list-style-type: none"> Data-driven Improvement Planning to be conducted on a regular basis throughout the year
NOVEMBER				
New GRTs (Years 1-2)	November 7, 2013 (8:00 a.m. – 12:00 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Concept-based Curriculum Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MS/HS GRT	November 18, 2013 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (English) Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) English Coordinator(s) 	
JANUARY				
MS/HS GRT	January 13, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (Science, Social Studies) Twice-exceptional (2e) Learners 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
FEBRUARY				
New GRTs (Years 1-2)	February 6, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
MARCH				
MS/HS GRT	March 17, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (STEM) Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
APRIL				
MS/HS GRT	April 21, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Underserved Populations Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MAY				
New GRTs (Years 1-2)	May 1, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Five-year Plan Development 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	



Department of Teaching and Learning

Staff Development Plan 2013-2014
High School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
OCTOBER				
MS/HS GRT	October 14, 2013 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (Math) Summer Residential Governor's School (SRGS) Update Collaboration 	<ul style="list-style-type: none"> Math Coordinator(s) Gifted Coordinator(s) 	<ul style="list-style-type: none"> Data-driven Improvement Planning to be conducted on a regular basis throughout the year
NOVEMBER				
New GRTs (Years 1-2)	November 7, 2013 (8:00 a.m. – 12:00 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Concept-based Curriculum Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MS/HS GRT	November 18, 2013 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (English) Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) English Coordinator(s) 	
JANUARY				
MS/HS GRT	January 13, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (Science, Social Studies) Twice-exceptional (2e) Learners 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
FEBRUARY				
New GRTs (Years 1-2)	February 6, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
MARCH				
MS/HS GRT	March 17, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Curriculum Update (STEM) Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
APRIL				
MS/HS GRT	April 21, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Underserved Populations Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MAY				
New GRTs (Years 1-2)	May 1, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Five-year Plan Development 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	



Department of Teaching and Learning

Professional Learning Plan 2014-2015
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
OCTOBER					
A/B ES GRTs	October 9, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Staff Introductions/Team Building Content Update Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman's Play-Debrief-Replay; Paul's Reasoning Model; and Project M2/M3 	<ul style="list-style-type: none"> Gifted Coordinator(s) Elementary Coordinator 	<ul style="list-style-type: none"> Data-driven Improvement Planning to be conducted on a regular basis throughout the year 	<ul style="list-style-type: none"> Data-driven Improvement Planning to be conducted on a regular basis (includes kindergarten in ESI schools)
New GRTs (Years 1-2)	October 23, 2014 (8:00 a.m. – 12:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Concept-based Curriculum Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
NOVEMBER					
A/B ES GRT	November 6, 2014 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Application of Gifted Pedagogy Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
ESI GRTs	November 21, 2014 (11:30 a.m. – 2:30 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Content Integration for K-1 Lessons Technology Infusion in K-1 Lessons Mentorship Exploration K-1 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
DECEMBER					
A/B ES GRT	December 8, 2014 (8:00 a.m. – 11:00 a.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> Differentiating Instruction using Sternberg’s Triarchic Theory of Intelligence 	<ul style="list-style-type: none"> Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University Gifted Coordinator(s) 		
JANUARY					
A/B ES GRT	January 8, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> Guidance Update/Collaboration Enrichment for Gifted Learners Collaboration 	<ul style="list-style-type: none"> Tracy Jackson, Guidance Coordinator Gifted Coordinator(s) 		
FEBRUARY					
New GRTs (Years 1-2)	February 12, 2015 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 		
MARCH					
A/B ES GRT	March 5, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Kaplan’s Depth and Complexity Model with Content Imperatives; Creative Problem Solving 6.1 Model Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		
ESI GRT	March 27, 2015 (12:00 p.m. – 3:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Content Integration for K-1 Lessons Technology Infusion in K-1 Lessons Mentorship Exploration K-1 	<ul style="list-style-type: none"> Gifted Coordinator(s) 		

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
APRIL					
A/B ES GRT	April 2, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 		
MAY					
New GRTs (Years 1-2)	May 1, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> • Five-year Plan Development 	<ul style="list-style-type: none"> • Mentors and Gifted Coordinator(s) 		



Department of Teaching and Learning

Professional Learning Plan 2014-2015
Middle School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
OCTOBER				
MS/HS GRT	October 13, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> • Staff Introductions/Team Building • Middle School Transitions • Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman's Play-Debrief-Replay; Paul's Reasoning Model; and Taba's Concept Development 	<ul style="list-style-type: none"> • Gifted Coordinators(s) 	<ul style="list-style-type: none"> • Data-driven Improvement Planning to be conducted on a regular basis throughout the year
New GRTs (Years 1-2)	October 23, 2014 (8:00 a.m. – 12:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> • Concept-based Curriculum/Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 	
NOVEMBER				
MS/HS GRT	November 17, 2014 (8:30 a.m. – 11:30 a.m.) Advanced Technology Center	<ul style="list-style-type: none"> • Green Run Collegiate Update • Collaboration • Technical and Career Education (TCE) and Advanced Technology Center (ATC) Collaboration *Optional Tour of ATC Ending at 1:30 p.m. 	<ul style="list-style-type: none"> • Green Run Collegiate Head of School, Barbara Winn • TCE Administrative Coordinator, Sara Lockett and ATC Director, Mike Taylor • Gifted Coordinator(s) 	
DECEMBER				
MS/HS GRT	December 8, 2014 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> • Differentiating Instruction using Sternberg's Triarchic Theory of Intelligence 	<ul style="list-style-type: none"> • Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University • Gifted Coordinator(s) 	

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
JANUARY				
MS/HS GRT	January 12, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Guidance Update/Collaboration Enrichment for Gifted Learners Collaboration 	<ul style="list-style-type: none"> Tracy Jackson, Guidance Coordinator Gifted Coordinator(s) 	
FEBRUARY				
New GRTs (Years 1-2)	February 12, 2015 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	
MARCH				
MS/HS GRT	March 16, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Infusion of Gifted Benchmarks in Curriculum, Instruction, and Assessment; Creative Problem Solving 6.1 Model Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
APRIL				
MS/HS GRT	April 20, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Application of Gifted Pedagogy/Reflection Developing Expertise in Gifted Pedagogy Flex Groups: Parallel Curriculum Model; Service Learning; Problem-based Learning Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MAY				
New GRTs (Years 1-2)	May 1, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> Five-year Plan Development 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	



Department of Teaching and Learning

Professional Learning Plan 2014-2015
High School Gifted Resource Teachers and Gifted Cluster Teachers

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
OCTOBER				
MS/HS GRT	October 13, 2014 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> • Staff Introductions/Team Building • Summer Residential Governor's School • Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman's Play-Debrief-Replay; Paul's Reasoning Model; and Taba's Concept Development 	<ul style="list-style-type: none"> • Gifted Coordinators(s) 	<ul style="list-style-type: none"> • Data-driven Improvement Planning to be conducted on a regular basis throughout the year
New GRTs (Years 1-2)	October 23, 2014 (8:00 a.m. – 12:00 p.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> • Concept-based Curriculum/Introduction to Kaplan's Depth and Complexity Model 	<ul style="list-style-type: none"> • Gifted Coordinator(s) 	
NOVEMBER				
MS/HS GRT	November 17, 2014 (8:30 a.m. – 11:30 a.m.) Advanced Technology Center	<ul style="list-style-type: none"> • Green Run Collegiate Update • Collaboration • Technical and Career Education (TCE) and Advanced Technology Center (ATC) Collaboration *Optional Tour of ATC Ending at 1:30 p.m. 	<ul style="list-style-type: none"> • Green Run Collegiate Head of School, Barbara Winn • TCE Administrative Coordinator, Sara Lockett and ATC Director, Mike Taylor • Gifted Coordinator(s) 	
DECEMBER				
MS/HS GRT	December 8, 2014 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> • Differentiating Instruction using Sternberg's Triarchic Theory of Intelligence 	<ul style="list-style-type: none"> • Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University • Gifted Coordinator(s) 	

Attachment F

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
JANUARY				
MS/HS GRT	January 12, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Guidance Update/Collaboration Enrichment for Gifted Learners Collaboration 	<ul style="list-style-type: none"> Tracy Jackson, Guidance Coordinator Gifted Coordinator(s) 	
FEBRUARY				
New GRTs (Years 1-2)	February 12, 2015 (11:30 a.m. – 2:30 p.m.) Laskin Road Annex Professional Development Center	<ul style="list-style-type: none"> Gifted Program Resources Sharing 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	
MARCH				
MS/HS GRT	March 16, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Infusion of Gifted Benchmarks in Curriculum, Instruction, and Assessment; Creative Problem Solving 6.1 Model Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
APRIL				
MS/HS GRT	April 20, 2015 (8:30 a.m. – 11:30 a.m.) Plaza Annex Training Room 1	<ul style="list-style-type: none"> Application of Gifted Pedagogy/Reflection Developing Expertise in Gifted Pedagogy Flex Groups: Parallel Curriculum Model; Service Learning; Problem-based Learning Collaboration 	<ul style="list-style-type: none"> Gifted Coordinator(s) 	
MAY				
New GRTs (Years 1-2)	May 1, 2015 (11:30 a.m. – 2:30 p.m.) Plaza Annex Professional Development Center	<ul style="list-style-type: none"> Five-year Plan Development 	<ul style="list-style-type: none"> Mentors and Gifted Coordinator(s) 	

Data-driven Improvement Planning Process

GRT/Facilitator Outline

Based on the work of Jay McTighe and Grant Wiggins

*Note to Facilitator: Prior to beginning the Data-driven Improvement Planning Process, a number of preparations are necessary. Twelve randomly selected samples of student work resulting from either a formative or summative performance task should be gathered from the teacher (s) who gave the task. Copies of the student work should be made in order for each person participating to have a packet of all of the work samples, a copy of the corresponding rubric, the KUDs, and the task as it is written to the students. In addition, the organizer, *Examining Student Work: Data-driven Improvement Planning*, should be provided, with an extra copy for the facilitator. Additionally, you will want to have a copy of slide #1, 2, and 3 readily available and visible (i.e., posters hanging in the room, individual handouts, or PPT slides) for your reference during your facilitation of the process. These documents may be of use to you in order to refocus the group once the process begins.*

General guidelines for the time for each step in the process are indicated below.

I. Establish Context for the Task (5-10 minutes)

The first step is to describe the task: a brief description of the unit and the placement of the task within the unit; whether the task is formative or summative; a look at the task as written to students and the corresponding rubric; and a look at what students should know, understand, and be able to do (KUDs) including the Enduring Understandings and Essential Questions the task is targeting.

II. Calibration (10-15 minutes)

During calibration, participants score one sample of student work individually using the rubric created for the task. This is the only time individual student work will be scored although the rubric is used as a reference throughout the process. It is important the participants work independently. Once scored, participants discuss as a group, comparing and justifying their scoring using student work as evidence in order to reach consensus on what each criteria in the rubric means. In addition, taking the time to calibrate will provide each participant an opportunity to examine the task, rubric, and KUDs in ways that are more in-depth than just reading the information. The facilitator summarizes the consensus of the group regarding the scoring of the student work for the collective group. Additional pieces of student work may be used for calibration purposes.

III. Analysis: Patterns of Strength (25-30 minutes total for patterns of strength and areas of improvement: Spend approximately 15 minutes for individual review of individual student samples and 15 minutes to discuss the two areas as a group)

IV. Analysis: Areas of Improvement (20 minutes)

These steps are concurrent and require the use of the organizer, *Examining Student Work: Data-driven Improvement Planning*. Going around the table, the facilitator divides the work samples in threes as each person is assigned a different set of samples. If there is a need to go through the samples again due to a

large number of participants, the selections will differ due to the odd number of samples assigned. Participants then work independently as they review the assigned samples of student work looking for patterns (one example is not a pattern) across their samples. Each participant uses the organizer as a tool to record patterns of strength and areas in need of improvement in the appropriate space. Following the completion of the review of student work, a discussion will commence. During the discussion, the facilitator asks each participant for input and will look for agreement from other participants. Once participants reach consensus, the facilitator writes the agreed-upon group response on a clean copy of the organizer. It is important to keep the group on task and avoid any efforts to fix the task, rubric, or other content particularly as the areas in need of improvement are discussed. Before the facilitator writes on the group organizer, he/she should summarize and repeat what will be written while establishing agreement among participants. The facilitator only writes what is agreed upon by the group since that is the pattern evident across all samples.

V. Specific Improvement Actions (20 minutes)

This step uses the information gathered in the areas in need of improvement section of the organizer to determine what revisions should be made with regard to the applicable stages of the Understanding by Design format: The KUDs, the task, the rubric, and/or the sequence of teaching and learning. The facilitator leads participants in determining the best responses to the issues presented. Each participant should contribute and be a part of consensus building. Before the facilitator writes on the group organizer, he/she should summarize and repeat what will be written while establishing agreement. It is important to ensure participant buy-in, particularly if participants in the process are also the people charged with making the revisions. Following the Data-driven Improvement Planning Process, all participants should be provided a copy of the facilitator's group organizer.

Note to facilitator: At the conclusion of the session it is recommended that the facilitator emphasizes that the work today conducted by the collaborative learning community is in alignment with Compass 2015, particularly with regard to objective number 2. Strategic objective 2 asks us to develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success. As we continue to provide opportunities for students to demonstrate the VBCPS outcomes for student success through authentic performance tasks, we also need to devote time to review student work and examine the degree to which students are achieving these learner outcomes.



Subject: Policy Review Committee Recommendations **Item Number:** 12C1-4

Section: Action **Date:** March 27, 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 approve Policy Review Committee recommendations regarding review and amendment of the following policies as proposed by the committee after review at their January 25, 2018 meeting, and introduced to the School Board as part of the Information agenda on February 13, 2018. Policies have been approved as to legal sufficiency by School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney:

1. Bylaw Appendix B/School Board Standing Rules
New language was added related to public comments at School Board Meetings
2. Bylaw 1-5 Legal Counsel
New language was added, related to requests for legal opinion by Virginia Beach City Public School Board
3. Bylaw 1-47/Public Participation
Title change and minor updates to reflect update in Appendix B
4. Bylaw 1-48/Decorum and Order-School Board Meetings
Language update to include expressive activities during Board Meetings and appropriate decorum and order

Background Summary:

Policy revisions reflect the outcome from consideration by the Policy Review Committee.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of January 25, 2018

Budget Impact:

None

SCHOOL BOARD STANDING RULES

A. Time, Place and Order of Business for Regular Meetings

Regular meetings shall be generally held in the School Board Chambers of the School Administration Building on the second and fourth Tuesday of each month or as otherwise set by the School Board. The normal times and order of business at regular meetings shall be as follows:

INFORMAL MEETING

1. Convene School Board Workshop (einstein.lab) 4:00 p.m.
The time for convening the workshop may be changed by the Chairman based upon the volume of business to be transacted.
 - a. School Board Administrative Matters & Reports
2. Closed Meeting for legal matters, personnel matters, publicly held property, student disciplinary matters or other matters authorized by the Virginia Freedom of Information Act.
3. School Board Recess 5:30 p.m.
(Informal meeting and/or Closed meeting may resume after the formal meeting, if necessary)

FORMAL MEETING

4. Call to Order and Roll Call 6:00 p.m.
5. Moment of Silence followed by the Pledge of Allegiance
6. Student, Employee and Public Awards and Recognition
7. Superintendent's Report
8. Hearing of Citizens and Delegations on Agenda Items
At this time, the School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board and shall be allocated four ~~(4) 3~~ minutes each until 7:30 p.m., if time is available. Citizens are encouraged to sign up by noon the day of the meeting. 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 comment shall meet the School Board Bylaws requirements for Decorum and Order and Public Comments at School Board Meetings~~Participation~~.
9. Approval of Minutes
10. Adoption of the Agenda

11. Consent Agenda

- a. Commemorative Resolutions¹

12. Action

- a. Personnel Report / Administrative Appointments

13. Information

- a. Interim Financial Statements – [month year] (second monthly meeting)

14. Standing Committee Reports

15. Conclusion of Formal Meeting

16. Hearing of Citizens and Delegations on Non-Agenda Items (School Board Room)

At this time the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's 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. Speakers are limited to four (4) minutes of comment. All public comments shall meet the School Board Bylaws requirements for Decorum and Order and Public Comments at School Board Meetings~~Participation.~~

17. Recess into workshop and/or Closed Meeting, if necessary

18. Vote on Remaining Action Items, if necessary

19. Adjournment

B. School Board Awards and Recognition Criteria for Students, Employees and the Public

The School Board may provide recognition at its formal regular School Board meetings for achievements that meet the following criteria:

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

B. Procedure at Annual Organizational Meeting for Election of Chairman pursuant to Bylaw 1-37

At the Annual Organizational Meeting the Superintendent shall serve as Chairman pro tem for the sole purpose of electing the Chairman.

The election procedure begins with the call for the nomination of candidates for the position of Chairman. The nomination of any candidate does not require a second. A motion to close nominations is not necessary but, when made, requires an affirmative vote of two-thirds of the School Board. A motion to re-open nominations requires a majority vote of the School Board.

Procedure for electing Chairman - If fewer than four candidates are nominated for the Chairman, candidates will be voted for electronically utilizing the voting colors green, red, and yellow on the electronic voting board. The candidates will draw for their voting color and the Clerk will inform the School Board Members which candidate is assigned to each color. School Board Members will then vote for a candidate by selecting the color that corresponds to the candidate on the electronic voting board. If four or more candidates are nominated for the position of Chairman, then each School Board Member present will vote for a nominee by written ballot. The Clerk or designee will read the name of the School Board Member and who that School Board Member voted for. If no nominee receives a majority vote, then balloting will continue until one nominee has receives a majority vote of the School Board Members present at the Meeting. Abstention votes will not be allowed during balloting for the Chairman or Vice Chairman.

If repeat balloting is necessary, all candidates remain under consideration, unless a candidate withdraws.

The School Board may permit Members to speak on behalf of nominations at the time of nomination or only after nominations have closed, at its discretion.

Following the completion of the election of the Chairman, the Chairman shall conduct the election of the Vice Chairman. The same procedure for election will be followed.

¹In order to ensure a recognition process that is reasonable and manageable, the School Board may read and approve resolutions supported by Presidential, Congressional, General Assembly, and Gubernatorial Proclamation

Editor's Notes

Pursuant to [Bylaw 1-40](#) these Standing Rules may be suspended or amended by a majority vote of the Board at any time and without notice.

See [Bylaw 1-37](#) for adoption, publication and scope of Standing Rules.

Adopted by the School Board: February 20, 2001

Amended by the School Board: July 3, 2001

Amended by the School Board: July 2, 2002

Amended by the School Board: July 1, 2003

Amended by the School Board: July 6, 2004

Amended by the School Board: July 5, 2005

Amended by the School Board: July 8, 2006

Amended by the School Board: July 12, 2007

Amended by the School Board: December 2, 2008

Amended by the School Board: August 18, 2015
Amended by School Board: August 2, 2016
Amended by School Board: October 10, 2017

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lenoir



SCHOOL BOARD BYLAWS

Legal Counsel

The School Board will secure legal advice and counsel in accordance with the Code of Virginia as quoted in the legal reference to this Bylaw.

A School Board Member may consult with School Board Legal Counsel at any time.

A request by a School Board Member for a written legal opinion should be directed to the Chairman. ~~The Chairman will present the request to the School Board for determination of determination: 1) whether School Board Legal Counsel should complete the opinion; 12) the scope of the opinion; and 23) the manner in which the opinion will be provided to the School Board. The Chairman shall forward the request to School Board Legal Counsel.~~ All written legal opinions requested by a School Board Member shall be shared with all School Board Members. Unless specifically prohibited, the Superintendent will receive a copy of such opinions. Legal opinions provided to the School Board are protected by the attorney client privilege and should only be released with the consent of the full School Board.

A request by a School Board Member for a written conflict of interests opinion shall be made directly by the School Board Member to School Board Legal Counsel or the Commonwealth's Attorney in accordance with Bylaw 1-24. Conflict of Interests opinions requested by a School Board Member shall not be shared with the Chairman or any other School Board Member except upon consent of the School Board Member making the request.

Editor's Notes

The School Board has an annual Cooperative Agreement with the City Council for provision of legal services by the City Attorney's Office.

For policy regarding employment of outside legal counsel, see [Policy 2-59](#).

For service of process, see [Bylaw 1-27](#).

For conflict of interest advisory legal opinion, see [Bylaw 1-24](#).

For employment of outside counsel and reimbursement of employee legal expenses, see [Policy 2-59](#).

Legal Reference:

Code of Virginia § 2.2-4301, as amended. Definitions.

Code of Virginia § 2.2-4303, as amended. Methods of procurement.

Code of Virginia § 2.2-4344 (2), as amended, Exemptions from competition for certain transactions.

Code of Virginia § 22.1-82, as amended. Employment of counsel to advise or defend school boards and officials; payment of costs, expenses and liabilities; consent of governing bodies required prior to institution of proceedings.

Code of Virginia § 22.1-83, as amended. Payment of employee's legal fees and expenses, as amended.

Code of Virginia § 22.1-128, as amended. Title to school board real estate.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lennetti



SCHOOL BOARD BYLAWS

Public Comments at School Board Meetings~~Participation~~

~~A.~~ A. Presentations to the School Board

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

~~B.~~ B. Advance Request Procedure

Citizens wishing to speak during the Hearing of Citizens and Delegations on Non-Agenda Items or Hearing of Citizens and Delegations on Agenda Items portion of a regular School Board meeting are encouraged to sign up with the Clerk by noon on the day of the meeting. However, if citizens do not sign up by noon on the day of the meeting, they still may be permitted to speak during the Hearing of Citizens and Delegations on Non-Agenda items if they sign up by 3:00 p.m.; and, on Agenda items if they sign up by the start of the formal meeting and time permits. Citizens shall be called to speak in the order in which they have signed up with the Clerk. ~~Elected officials whose districts include Virginia Beach shall have the privilege of being first in order of speakers.~~ The time available for the hearings of citizens and delegations at a School Board meeting on either Non-Agenda or Agenda items is set by the Standing Rules.

~~C.~~ C. Time Limitations

Citizens addressing the School Board shall limit their remarks to ~~four~~ three (43) minutes unless otherwise modified by order of the Chairman ~~of the School Board~~. The Chairman shall, with assistance from the Clerk, monitor and enforce the limitation.

~~D.~~ Cumulative Remarks

~~While public comment is encouraged, cumulative comment tends to minimize the significance of preceding remarks and prevents other topics from being timely heard. Therefore, the Chairman may cut off comments from any speaker if the Chairman determines that comment is cumulative or repetitive.~~

D. Documents

~~E.~~

Documentary support for a speaker's positions should be provided to the Clerk of the School Board by noon seven (7) working days before the meeting to ensure that the documents are timely provided to the School Board Members. Documents provided after that time may not be available to School Board Members at the time of the speaker's presentation.

~~E. If documents are not provided electronically, then sufficient hard copies (14) of each document for School Board Members, the Superintendent, the School Board Clerk and School Board legal counsel should be provided by the speaker.~~

F. Public Hearing

When the School Board has scheduled a public hearing for the purpose of receiving public comment, the School Board shall accept comment only on the topic(s) for which the public hearing was called. All other Bylaws applicable to individuals or groups appearing before the School Board shall apply to public hearings.

Editor's Notes

*Standing Rules may be found in [Appendix B](#) to these Bylaws.
For decorum and order at School Board meetings, see [Bylaw 1-48](#).*

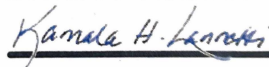
Legal Reference:

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

Adopted by School Board: July 21, 1992
Amended by School Board: August 16, 1994
Amended by School Board: September 19, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 3, 2002
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016

Amended by School Board: 2018

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SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum during meetings

It is the intent of the School Board by adoption of this Bylaw, to maintain appropriate decorum and order for, but not limited to the following purposes:

1. _____ to ensure that the affairs of the School Board and School Board Committees may be conducted in an open and orderly manner during meetings;
2. _____, that all persons desiring to address the School Board are afforded an opportunity to do so in the order in which they sign up to speak;
3. _____, that persons in attendance may observe and hear the proceedings of the School Board without distraction;
4. _____, that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. _____, ~~and~~ that School Board Members and School Division employees or other agents are able to transact the business of the School Board with minimal disruption while allowing for public input.

~~A. -~~

B. Limitations on addressing the School Board.

~~B.~~ Persons addressing the School Board shall:

1. Confine their comments to matters germane to the business of the School Board.
- ~~2.~~ Refrain from words or statements which, from their usual construction and common acceptance, are construed as insults and tend to violence or breach of the peace.
- ~~3.~~ 2. Refrain from obscenity, vulgarity, and comments or actions with the intent to incite violence or other breach of peace respect.
- ~~4.~~ 3. Comply with the time limits for public comment set forth in Appendix B of the Bylaws ~~Bylaw 1-47.~~
- ~~5.~~ Refrain from cumulative or repetitive remarks for the reasons identified in Bylaw 1-47.

C. Other expressive activities during meetings

~~C.~~ Expressive activities including, but not limited to, petitioning, picketing, displaying signs or posters, solicitation, demonstrating, pamphlet distribution, and conducting polls shall not be permitted in the School Board Chambers, the School Board conference room, the waiting areas and corridors adjacent to the School Board Chambers and School Board conference room, the School Administration building, or in any school building while a School Board meeting is happening.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members ~~should~~ through other methods of communication, including email, VBCPSSchoolboard@googlegroups.com, as well as ~~in addition to~~ those provided at School Board ~~m~~Meetings.

~~D.~~ This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions. Nor does this Bylaw preclude those addressing the School Board from using a chart or graph during their verbal presentation. Furthermore, nothing herein shall be interpreted to prohibit citizens from addressing oral or written comments or complaints on any subject germane to the business of the School Board to the School Board, its constituent members, the Clerk of the School Board or the School Administration outside the context of the public meeting.

- E. The Chairman or other presiding officer shall preserve decorum and shall decide all questions of public order, subject to appeal to the School Board.
- F. 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 or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Chambers and on the agenda for any School Board ~~m~~Meeting by the Clerk, at any door to any room in which the School Board is to meet, at least thirty (30) minutes prior to the scheduled start of any School Board meeting.
- G. At the request of the Chairman or Superintendent, a city police officer shall act as sergeant-at-arms at all School Board ~~m~~Meetings. That officer shall, under the direction of the Chairman or other presiding officer, have charge of the School Board Chambers, the School Board conference room, the waiting areas and corridors adjacent thereto, and the School Administration Building, and shall prevent disorder or interruption of the business of the School Board.

Editor's Note

See [Bylaw 1-47 Public Participation](#); [Division Policy 7-16 Expressive Activities](#)

Legal References:

[Code of Virginia §18.2-128, as amended. Trespass upon church or school property.](#)

Code of Virginia §18.2-404, as amended. Punishment for using of abusive language to another.

Code of Virginia §18.2-406, as amended. What constitutes an unlawful assembly; punishment.

Code of Virginia § 18.2-415, as amended. Disorderly conduct in public places.

Virginia Beach City Code § 23-14, as amended. Disorderly Conduct in public places.

Adopted by School Board: January 20, 1998

Amended by School Board: August 17, 1999

Amended by School Board: October 17, 2000

Amended by School Board: February 20, 2001

Revised by Order of United States District Court Eastern District of Virginia: May 18, 2001

Amended by School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennart





Subject: 2018-2019 Local Plan for Special Education Item Number: 13A

Section: Information Date: March 27, 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 receive information regarding 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	
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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 \$	<input type="text" value="81,822,054.00"/>	Dollar \$	<input type="text" value="113,924,452.00"/>
School Year 2018-2019 (estimated/projected)		School Year 2018-2019 (estimated/projected)	
Per Capita	<input type="text" value="10,376.00"/>	Per Capita	<input type="text" value="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.



Subject: Interim Financial Statements – February 2018 **Item Number:** 13B

Section: Information **Date:** March 9, 2018

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

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

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

Recommendation:

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

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2017-2018
FEBRUARY 2018

The financial statements include the following:

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within Category	A5
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Green Run Collegiate Charter School	B18

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

School Operating Fund

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

School Operating Fund Revenues (pages A1-A2, B1, B3-B4)

Revenues realized this month totaled **\$72.9 million**. Revenues realized to date are **63.99%** of the current fiscal year estimate (**64.22%** of FY 2017 actual, **64.13%** of FY 2016 actual). Of the amount realized for the month, **\$37.9 million** was realized from the City, **\$7.2 million** was received in state sales tax, and **\$23.6 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$3,931,405** in Impact Aid was received from the Federal Government this month.

School Operating Fund Expenditures (page A3-A7, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **62.59%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2017 was **62.99%**, and FY 2016 was **62.04%**. Please note that **\$8,431,472** of the current year budget is funded by prior year fund balance reserve for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. A total of **\$63,697** in revenue (includes **\$34,526** in basketball receipts, **\$1,008** in football receipts, **\$2,007** in gymnastics receipts, **\$5,336** in wrestling receipts, and **\$19,560** in middle school receipts) was realized this month. This fund has realized **99.1%** of the estimated revenue for the current fiscal year compared to **110.7%** of FY 2017 actual. Expenditures totaled **\$350,631** for this month. This fund has incurred expenditures and encumbrances of **58.0%** of the current fiscal year budget compared to **63.8%** of FY 2017 actual. Please note that **\$6,859** of the current year budget is funded by prior year fund balance reserve for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$2,587,498** in revenue (includes **\$1,125,572** in charges for services and **\$1,337,237** from National School Meal Program) was realized this month. This fund has realized **49.9%** of the estimated revenue for the current fiscal year compared to **50.0%** of FY 2017 actual. Expenditures totaled **\$2,623,244** for this month. This fund has incurred expenditures and encumbrances of **49.0%** of the current fiscal year budget compared to **53.2%** of FY 2017 actual. Please note that **\$1,096,794** of the current year budget is funded by prior year fund balance.

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of **\$380,107** in revenue (includes **\$373,709** from the Department of Education) was realized this month. This fund has realized **66.7%** of the estimated revenue for the current fiscal year compared to **79.6%** of FY 2017 actual. This fund has incurred expenditures and encumbrances of **71.7%** of the budget for the current fiscal year compared to **98.8%** of FY 2017 actual. Please note that **\$663,006** of the current year budget is funded by the prior year fund balance.

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$14,408** (includes **\$14,370** in interest) in revenue this month. Expenses for this month totaled **\$229,158** (includes **\$75,133** in Worker's Compensation payments, **\$9,274** in General Liability Insurance premiums, and **\$11,857** in Motor Vehicle Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$42,098** in revenue was realized this month (includes **\$1,724** in cell tower rent – Cox High, **\$31,807** in cell tower rent – Landstown High, **\$2,512** in cell tower rent – Ocean Lakes High, and **\$3,003** in cell tower rent – Tech Center). This fund has realized **78.8%** of the estimated revenue for the current fiscal year compared to **82.8%** of FY 2017 actual. Expenditures totaled **\$26,614** for this month. This fund has incurred expenditures and encumbrances of **13.3%** of the budget for the current fiscal year compared to **55.8%** of FY 2017 actual. Please note that **\$340,000** of the current fiscal year budget is funded by prior year fund balance.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$3,950,835** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$12,125,311** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$9,594,407**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the drink vending operations in the School Division. This fund has realized **47.6%** of the estimated revenue for the current fiscal year compared to **53.1%** of FY 2017 actual. Expenditures totaled **\$222** for this month. This fund has incurred expenditures and encumbrances of **59.0%** of the budget for the current fiscal year compared to **99.9%** of FY 2017 actual. Please note that **\$37,152** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$14,078** in revenue (interest) was realized this month. Please note that **\$79,579** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$1,244** in revenue (interest) was realized this month. Please note that **\$170,193** of the current year budget is funded by the prior year fund balance.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,303,158** in expenditures was incurred for various school capital projects this month. This includes **\$911,103** for the John B. Dey Elementary Modernization project, **\$24,367** for Kemps Landing/ODC Replacement project, **\$87,455** for Thoroughgood Elementary Replacement project, **\$843,240** for Princess Anne Middle Replacement project, **\$104,936** for Grounds Phase II Renovation and Replacement projects, and **\$109,640** for 21st Century Learning Environment Improvements.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund has realized **\$3,763,447** or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **53.3%** of the current year fiscal year budget compared to **58.8%** of FY 2017 actual.

SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000

February 1, 2018 through February 28, 2018

Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	18-02-01	The Adult Education and Family Literacy Act (AEFLA) local match decreased due to a reduction in the grant award amount. Funds are being transferred to add another class for students, purchase additional advertising, cover expenses for professional development and increasing the number of catalogs printed.	FROM	General Adult Education Transfer to Other Funds	TO	General Adult Education Instructional Personnel Advertising Travel/Professional Improvement FICA Printing and Binding	\$ 12,876
JV NUMBER	18-02-02	To cover office supplies, local travel and postage.	FROM	Fairfield ES Office of the Principal-ES Other Purchased Services	TO	Fairfield ES Office of the Principal-ES Office Supplies	\$ 500
JV NUMBER	18-02-02	To cover toner, ink and staples.	FROM	Fairfield ES Elementary Classroom Capital Outlay - Additional	TO	Fairfield ES Instructional Technology Computer Supplies	\$ 500
JV NUMBER	18-02-04	To increase local match for Algebra Readiness Grant for FY18.	FROM	Teaching and Learning Support Other Materials and Supplies	TO	Teaching and Learning Support Transfer to Other Funds	\$ 1,984
JV NUMBER	18-02-05	To purchase uniforms for School Plant employees	FROM	School Plant Technological Services	TO	School Plant Other Materials and Supplies	\$ 150,000
JV NUMBER	18-02-06	To cover the cost of other instructional personnel and associated FICA	FROM	Senior High Classroom Other Instructional Personnel FICA	TO	Middle School Classroom Other Instructional Personnel FICA	\$ 10,765
JV NUMBER	18-02-07	To cover field trips taken by Bayside MS.	FROM	Middle School Classroom Instructional Personnel	TO	Vehicle Operations Vehicle Fuels	\$ 417
JV NUMBER	18-02-08	To cover custodial overtime pay.	FROM	Gifted Education and Academy Programs Other Purchased Services	TO	Custodial Services Custodians FICA Benefits	\$ 103
JV NUMBER	18-02-10	To purchase computer supplies	FROM	Williams ES Elementary Classroom Instructional Supplies	TO	Williams ES Elementary Classroom Computer Supplies	\$ 3,480
JV NUMBER	18-02-11	To purchase laptops and desktops	FROM	Green Run HS Office of the Principal - Senior High Office Supplies	TO	Green Run HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 3,517
JV NUMBER	18-02-11	To purchase computer supplies	FROM	Green Run HS Office of the Principal - Senior High Office Supplies	TO	Green Run HS Office of the Principal - Senior High Computer Supplies	\$ 615
JV NUMBER	18-02-11	To purchase computer supplies	FROM	Green Run HS Senior High Classroom Instructional Supplies	TO	Green Run HS Senior High Classroom Computer Supplies	\$ 1,089
JV NUMBER	18-02-12	To purchase computer supplies	FROM	Rosemont Forest ES Office of the Principal - Elementary Office Supplies	TO	Rosemont Forest ES Office of the Principal - Elementary Computer Supplies	\$ 176
JV NUMBER	18-02-12	To purchase computer supplies	FROM	Rosemont Forest ES Media Services Support Library Books and Supplies	TO	Rosemont Forest ES Media Services Support Computer Supplies	\$ 9
JV NUMBER	18-02-12	To purchase computer supplies	FROM	Rosemont Forest ES Elementary Classroom Instructional Supplies	TO	Rosemont Forest ES Elementary Classroom Computer Supplies	\$ 476
JV NUMBER	18-02-13	To purchase computer monitors	FROM	Rosemont ES Office of the Principal - Elementary Office Supplies	TO	Rosemont ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 2,590
JV NUMBER	18-02-13	To purchase computer supplies	FROM	Rosemont ES Office of the Principal - Elementary Office Supplies	TO	Rosemont ES Office of the Principal - Elementary Computer Supplies	\$ 942
JV NUMBER	18-02-13	To purchase computer supplies	FROM	Rosemont ES Elementary Classroom Instructional Supplies	TO	Rosemont ES Elementary Classroom Computer Supplies	\$ 3,056
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Birdneck ES Elementary Classroom Instructional Supplies	TO	Birdneck ES Elementary Classroom Computer Supplies	\$ 139
JV NUMBER	18-02-14	To purchase iPad and chromebooks	FROM	Alanton ES Elementary Classroom Instructional Supplies	TO	Alanton ES Elementary Classroom Controlled Assets Computer Equipment	\$ 1,621
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Alanton ES Special Education Instructional Supplies	TO	Alanton ES Special Education Computer Supplies	\$ 177
JV NUMBER	18-02-14	To purchase chromebooks and computer supplies	FROM	Centerville ES Office of the Principal-ES Office Supplies	TO	Centerville ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 1,033
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Centerville ES Elementary Classroom Instructional Supplies	TO	Centerville ES Elementary Classroom Computer Supplies	\$ 912

SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000

February 1, 2018 through February 28, 2018

JV NUMBER	18-02-14	To purchase printer and computer supplies	FROM	Arrowhead ES Office of the Principal-ES Office Supplies	TO	Arrowhead ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 535
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Arrowhead ES Elementary Classroom Instructional Supplies	TO	Arrowhead ES Elementary Classroom Computer Supplies	\$ 46
JV NUMBER	18-02-14	To purchase laptop	FROM	Brookwood ES Office of the Principal-ES Office Supplies	TO	Brookwood ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 663
JV NUMBER	18-02-14	To purchase chromebooks touch screens	FROM	John B Dey ES Office of the Principal-ES Office Supplies	TO	John B Dey ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 617
JV NUMBER	18-02-14	To purchase iPads, chromebooks touchscreens, chromebooks, carts and computer supplies	FROM	John B Dey ES Elementary Classroom Instructional Supplies	TO	John B Dey ES Elementary Classroom Controlled Assets Computer Equipment Computer Supplies	\$ 10,308
JV NUMBER	18-02-14	To purchase chromebooks	FROM	Creeds ES Elementary Classroom Instructional Supplies	TO	Creeds ES Elementary Classroom Controlled Assets Computer Equipment	\$ 377
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Indian Lakes ES Elementary Classroom Instructional Supplies	TO	Indian Lakes ES Elementary Classroom Computer Supplies	\$ 240
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Indian Lakes ES Special Education Instructional Supplies	TO	Indian Lakes ES Special Education Computer Supplies	\$ 50
JV NUMBER	18-02-14	To purchase desktops with graphics cards, memory and DVD drives	FROM	Kings Grant ES Office of the Principal-ES Office Supplies	TO	Kings Grant ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 1,155
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kings Grant ES Elementary Classroom Instructional Supplies	TO	Kings Grant ES Elementary Classroom Computer Supplies	\$ 114
JV NUMBER	18-02-14	To purchase Probook touch screen and computer supplies	FROM	Green Run ES Office of the Principal-ES Office Supplies	TO	Green Run ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 800
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Green Run ES Media Services Support Library Books and Supplies	TO	Green Run ES Media Services Support Computer Supplies	\$ 25
JV NUMBER	18-02-14	To purchase desktop with graphics card and laptop.	FROM	Hermitage ES Office of the Principal-ES Office Supplies	TO	Hermitage ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 2,002
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Hermitage ES Elementary Classroom Instructional Supplies	TO	Hermitage ES Elementary Classroom Computer Supplies	\$ 259
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Hermitage ES Special Education Instructional Supplies	TO	Hermitage ES Special Education Computer Supplies	\$ 299
JV NUMBER	18-02-14	To purchase printer, desktop and computer supplies.	FROM	Corporate Landing ES Office of the Principal-ES Office Supplies	TO	Corporate Landing ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 1,198
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Corporate Landing ES Elementary Classroom Instructional Supplies	TO	Corporate Landing ES Elementary Classroom Computer Supplies	\$ 603
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kingston ES Office of the Principal-ES Office Supplies	TO	Kingston ES Office of the Principal-ES Computer Supplies	\$ 371
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kingston ES Elementary Classroom Instructional Supplies	TO	Kingston ES Elementary Classroom Computer Supplies	\$ 731
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kingston ES Special Education Instructional Supplies	TO	Kingston ES Special Education Computer Supplies	\$ 334
JV NUMBER	18-02-14	To purchase copy paper, pocket folders, magnetic tape, composition books and chart paper	FROM	Kingston ES Equipment Draw	TO	Kingston ES Instructional Draw	\$ 4,515
JV NUMBER	18-02-14	To purchase Scholastic magazines, lamination paper, planners and DE Boards	FROM	Kingston ES Administrative Draw	TO	Kingston ES Instructional Draw	\$ 945
JV NUMBER	18-02-14	To purchase paper, pocket folders, magnetic tape, composition books and chart paper	FROM	Kingston ES Staff Development Draw	TO	Kingston ES Instructional Draw	\$ 1,475
JV NUMBER	18-02-14	To purchase paper	FROM	Kingston ES Computer Supplies Draw	TO	Kingston ES Instructional Draw	\$ 813
JV NUMBER	18-02-14	To purchase desktop with splitter cables, splitter adapters and DVD drive	FROM	Holland ES Office of the Principal-ES Office Supplies	TO	Holland ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 1,030

SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000

February 1, 2018 through February 28, 2018

JV NUMBER	18-02-14	To purchase computer supplies	FROM	Bayside ES Office of the Principal-ES Office Supplies	TO	Bayside ES Office of the Principal-ES Computer Supplies	\$ 168
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Bayside ES Elementary Classroom Instructional Supplies	TO	Bayside ES Elementary Classroom Computer Supplies	\$ 415
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Bayside ES Special Education Instructional Supplies	TO	Bayside ES Special Education Computer Supplies	\$ 160
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Luxford ES Special Education Instructional Supplies	TO	Luxford ES Special Education Computer Supplies	\$ 113
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Luxford ES Media Services Support Library Books and Supplies	TO	Luxford ES Media Services Support Computer Supplies	\$ 786
JV NUMBER	18-02-14	To purchase monitor and computer supplies	FROM	Kempsville ES Office of the Principal-ES Office Supplies	TO	Kempsville ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 325
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kempsville ES Elementary Classroom Instructional Supplies	TO	Kempsville ES Elementary Classroom Computer Supplies	\$ 93
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kempsville ES Media Services Support Library Books and Supplies	TO	Kempsville ES Media Services Support Computer Supplies	\$ 100
JV NUMBER	18-02-14	To purchase chromebook touch screen	FROM	Cooke ES Office of the Principal-ES Office Supplies	TO	Cooke ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 309
JV NUMBER	18-02-14	To purchase chromebook touch screen and computer supplies	FROM	Fairfield ES Elementary Classroom Capital Outlay - Additional	TO	Fairfield ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies Elementary Classroom Computer Supplies	\$ 2,134
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Fairfield ES Media Services Support Library Books and Supplies	TO	Fairfield ES Media Services Support Computer Supplies	\$ 248
JV NUMBER	18-02-14	To purchase computers	FROM	Diamond Springs ES Office of the Principal-ES Office Supplies	TO	Diamond Springs ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 1,966
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Diamond Springs ES Elementary Classroom Instructional Supplies	TO	Diamond Springs ES Elementary Classroom Computer Supplies	\$ 4,942
JV NUMBER	18-02-14	To purchase desktop and computer supplies	FROM	Landstown ES Office of the Principal-ES Office Supplies	TO	Landstown ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 1,259
JV NUMBER	18-02-14	To purchase chromebooks	FROM	Landstown ES Elementary Classroom Instructional Supplies	TO	Landstown ES Elementary Classroom Controlled Assets Computer Equipment	\$ 189
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Landtown ES Special Education Instructional Supplies	TO	Landtown ES Special Education Computer Supplies	\$ 101
JV NUMBER	18-02-14	To purchase laptop and computer supplies	FROM	Malibu ES Office of the Principal-ES Office Supplies	TO	Malibu ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 2,355
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Malibu ES Elementary Classroom Instructional Supplies	TO	Malibu ES Elementary Classroom Computer Supplies	\$ 2,260
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Malibu ES Special Education Instructional Supplies	TO	Malibu ES Special Education Computer Supplies	\$ 338
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Malibu ES Media Services Support Library Books and Supplies	TO	Malibu ES Media Services Support Computer Supplies	\$ 815
JV NUMBER	18-02-14	To purchase desktops/computer hardware	FROM	Linkhorn Park ES Office of the Principal-ES Office Supplies	TO	Linkhorn Park ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 897
JV NUMBER	18-02-14	To purchase laptop with internal DVD-RW drive and computer supplies	FROM	Linkhorn Park ES Elementary Classroom Instructional Supplies	TO	Linkhorn Park ES Elementary Classroom Controlled Assets Computer Equipment Computer Supplies	\$ 5,243
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Linkhorn Park ES Special Education Instructional Supplies	TO	Linkhorn Park ES Special Education Computer Supplies	\$ 40
JV NUMBER	18-02-14	To purchase printer and computer supplies	FROM	Lynnhaven ES Office of the Principal-ES Office Supplies	TO	Lynnhaven ES Office of the Principal-ES Controlled Assets Computer Equipment Computer Supplies	\$ 1,827

SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000

February 1, 2018 through February 28, 2018

JV NUMBER	18-02-14	To purchase laptop and computer supplies	FROM	Lynnhaven ES Elementary Classroom Instructional Supplies	TO	Lynnhaven ES Elementary Classroom Controlled Assets Computer Equipment Computer Supplies	\$ 1,518
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Lynnhaven ES Special Education Instructional Supplies	TO	Lynnhaven ES Special Education Computer Supplies	\$ 598
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Lynnhaven ES Media Services Support Library Books and Supplies	TO	Lynnhaven ES Media Services Support Computer Supplies	\$ 27
JV NUMBER	18-02-14	To purchase printer	FROM	Kempsville Meadows ES Office of the Principal-ES Office Supplies	TO	Kempsville Meadows ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 149
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Kempsville Meadows ES Elementary Classroom Instructional Supplies	TO	Kempsville Meadows ES Elementary Classroom Computer Supplies	\$ 753
JV NUMBER	18-02-14	To purchase toner and staples	FROM	Alanton ES Equipment Draw	TO	Alanton ES Computer Supplies Draw	\$ 2,466
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Christopher Farms ES Office of the Principal-ES Office Supplies	TO	Christopher Farm ES Office of the Principal-ES Computer Supplies	\$ 89
JV NUMBER	18-02-14	To purchase computer supplies	FROM	Christopher Farms ES Elementary Classroom Instructional Supplies	TO	Christopher Farm ES Elementary Classroom Computer Supplies	\$ 300
JV NUMBER	18-02-15	To cover custodial overtime pay for the SkillsUSA District Competition	FROM	Technical and Career Education Capital Outlay - Additional	TO	Custodial Services Custodians Expenditure Reimbursements	\$ 141
JV NUMBER	18-02-15	To cover custodial overtime pay for the SkillsUSA District Competition	FROM	Technical and Career Education FICA Benefits	TO	Custodial Services FICA Benefits Expenditure Reimbursements	\$ 11
JV NUMBER	18-02-16	To purchase desktops	FROM	Strawbridge ES Office of the Principal - Elementary Office Supplies	TO	Strawbridge ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 1,196
JV NUMBER	18-02-17	To purchase computer supplies	FROM	Tallwood ES Special Education Instructional Supplies	TO	Tallwood ES Special Education Computer Supplies	\$ 499
JV NUMBER	18-02-18	To purchase computer supplies	FROM	Seatack ES Office of the Principal - Elementary Office Supplies	TO	Seatack ES Office of the Principal - Elementary Computer Supplies	\$ 530
JV NUMBER	18-02-18	To purchase computer supplies	FROM	Seatack ES Elementary Classroom Instructional Supplies	TO	Seatack ES Elementary Classroom Computer Supplies	\$ 1,161
JV NUMBER	18-02-18	To purchase computer supplies	FROM	Seatack ES Media Services Support Library Books and Supplies	TO	Seatack ES Media Services Support Computer Supplies	\$ 308
JV NUMBER	18-02-19	To purchase computer supplies	FROM	Shelton Park ES Office of the Principal - Elementary Office Supplies	TO	Shelton Park ES Office of the Principal - Elementary Computer Supplies	\$ 311
JV NUMBER	18-02-19	To purchase computer supplies	FROM	Shelton Park ES Elementary Classroom Instructional Supplies	TO	Shelton Park ES Instructional Supplies Computer Supplies	\$ 988
JV NUMBER	18-02-19	To purchase computer supplies	FROM	Shelton Park ES Special Education Instructional Supplies	TO	Shelton Park ES Special Education Computer Supplies	\$ 55
JV NUMBER	18-02-20	To purchase a monitor	FROM	Salem ES Office of the Principal - Elementary Office Supplies	TO	Salem ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 149
JV NUMBER	18-02-20	To purchase computer supplies	FROM	Salem ES Office of the Principal - Elementary Office Supplies	TO	Salem ES Office of the Principal - Elementary Computer Supplies	\$ 152
JV NUMBER	18-02-20	To purchase computer supplies	FROM	Salem ES Special Education Instructional Supplies	TO	Salem ES Special Education Computer Supplies	\$ 59
JV NUMBER	18-02-21	To purchase computer supplies	FROM	Renaissance Academy Alternative Education - Renaissance Academy Office Supplies	TO	Renaissance Academy Alternative Education - Renaissance Academy Computer Supplies	\$ 74
JV NUMBER	18-02-22	To purchase computer supplies	FROM	Red Mill ES Office of the Principal - Elementary Office Supplies	TO	Red Mill ES Office of the Principal - Elementary Computer Supplies	\$ 158
JV NUMBER	18-02-22	To purchase computer supplies	FROM	Red Mill ES Media Services Support Library Books and Supplies	TO	Red Mill ES Media Services Support Computer Supplies	\$ 12
JV NUMBER	18-02-22	To purchase computer supplies	FROM	Red Mill ES Elementary Classroom Instructional Supplies	TO	Red Mill ES Elementary Classroom Computer Supplies	\$ 118
JV NUMBER	18-02-23	To purchase monitor, chromebooks, laptop, iPads and desktops with graphics card and splitter cable, DVD drives and memory	FROM	Kempsville HS Office of the Principal - Senior High Office Supplies	TO	Kempsville HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 6,963

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JV NUMBER	18-02-23	To purchase toner and iPad	FROM	Kempsville HS Office of the Principal - Senior High Office Supplies	TO	Kempsville HS Office of the Principal - Senior High Computer Supplies	\$ 3,285
JV NUMBER	18-02-23	To purchase iPads, monitor and desktops with graphics card, memory, DVD drives and splitter cables	FROM	Kempsville HS Senior High Classroom Instructional Supplies	TO	Kempsville HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 2,476
JV NUMBER	18-02-23	To purchase computer supplies	FROM	Kempsville HS Senior High Classroom Instructional Supplies	TO	Kempsville HS Senior High Classroom Computer Supplies	\$ 3,229
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Princess Anne MS Special Education Instructional Supplies	TO	Princess Anne MS Special Education Computer Supplies	\$ 486
JV NUMBER	18-02-24	To purchase laptops, memory, DVDRW internal drive and monitors	FROM	Larkspur MS Office of the Principal-MS Office Supplies	TO	Larkspur MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 4,853
JV NUMBER	18-02-24	To purchase desktop with memory and printer	FROM	Salem MS Office of the Principal-MS Office Supplies	TO	Salem MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 731
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Salem MS Middle School Classroom Instructional Supplies	TO	Salem MS Middle School Classroom Computer Supplies	\$ 875
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Salem MS Special Education Instructional Supplies	TO	Salem MS Special Education Computer Supplies	\$ 16
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Salem MS Media Services Support Library Books and Supplies	TO	Salem MS Media Services Support Computer Supplies	\$ 146
JV NUMBER	18-02-24	To purchase desktop computers, laptops and computer supplies	FROM	Plaza MS Office of the Principal-MS Office Supplies	TO	Plaza MS Office of the Principal-MS Controlled Assets Computer Equipment Computer Supplies	\$ 7,665
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Plaza MS Middle School Classroom Instructional Supplies	TO	Plaza MS Middle School Classroom Computer Supplies	\$ 2,240
JV NUMBER	18-02-24	To purchase desktop, printers and computer supplies	FROM	Landstown MS Office of the Principal-MS Office Supplies	TO	Landstown MS Office of the Principal-MS Controlled Assets Computer Equipment Computer Supplies	\$ 5,720
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Landstown MS Middle School Classroom Instructional Supplies	TO	Landstown MS Middle School Classroom Computer Supplies	\$ 1,648
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Landstown MS Special Education Instructional Supplies	TO	Landstown MS Special Education Computer Supplies	\$ 476
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Landstown MS Media Services Support Library Books and Supplies	TO	Landstown MS Media Services Support Computer Supplies	\$ 140
JV NUMBER	18-02-24	To purchase desktop with graphics card, memory, DVD drive and computer supplies	FROM	Lynnhaven MS Office of the Principal-MS Office Supplies	TO	Lynnhaven MS Office of the Principal-MS Controlled Assets Computer Equipment Computer Supplies	\$ 702
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Lynnhaven MS Special Education Instructional Supplies	TO	Lynnhaven MS Special Education Computer Supplies	\$ 207
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Lynnhaven MS Media Services Support Library Books and Supplies	TO	Lynnhaven MS Media Services Support Computer Supplies	\$ 91
JV NUMBER	18-02-24	To purchase monitors	FROM	Brandon MS Office of the Principal-MS Office Supplies	TO	Brandon MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 745
JV NUMBER	18-02-24	To purchase chromebook	FROM	Brandon MS Special Education Instructional Supplies	TO	Brandon MS Special Education Controlled Assets Computer Equipment	\$ 352
JV NUMBER	18-02-24	To purchase laptops	FROM	Virginia Beach MS Office of the Principal-MS Office Supplies	TO	Virginia Beach MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 1,300
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Virginia Beach MS Special Education Instructional Supplies	TO	Virginia Beach MS Special Education Computer Supplies	\$ 439
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Virginia Beach MS Media Services Support Library Books and Supplies	TO	Virginia Beach MS Media Services Support Computer Supplies	\$ 213
JV NUMBER	18-02-24	To purchase monitor and computer supplies	FROM	Great Neck MS Office of the Principal-MS Office Supplies	TO	Great Neck MS Office of the Principal-MS Controlled Assets Computer Equipment Computer Supplies	\$ 828
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Great Neck MS Middle School Classroom Instructional Supplies	TO	Great Neck MS Middle School Classroom Computer Supplies	\$ 598

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JV NUMBER	18-02-24	To purchase printer and computer supplies	FROM	Great Neck MS Special Education Instructional Supplies	TO	Great Neck MS Special Education Controlled Assets Computer Equipment Computer Supplies	\$ 600
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Great Neck MS Media Services Support Library Books and Supplies	TO	Great Neck MS Media Services Support Computer Supplies	\$ 10
JV NUMBER	18-02-24	To purchase iPads with Apple care, laptop, monitor, printers, desktop with memory	FROM	Bayside MS Equipment Draw	TO	Bayside MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 2,492
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Bayside MS Middle School Classroom Instructional Supplies	TO	Bayside MS Office of the Principal-MS Computer Supplies	\$ 584
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Bayside MS Middle School Classroom Instructional Supplies	TO	Bayside MS Middle School Classroom Computer Supplies	\$ 141
JV NUMBER	18-02-24	To purchase chromebook and computer supplies	FROM	Kempsville MS Office of the Principal-MS Office Supplies	TO	Kempsville MS Office of the Principal-MS Controlled Assets Computer Equipment Computer Supplies	\$ 2,037
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Kempsville MS Middle School Classroom Instructional Supplies	TO	Kempsville MS Office of the Principal-MS Computer Supplies	\$ 932
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Kempsville MS Special Education Instructional Supplies	TO	Kempsville MS Special Education Computer Supplies	\$ 455
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Kempsville MS Media Services Support Library Books and Supplies	TO	Kempsville MS Media Services Support Computer Supplies	\$ 966
JV NUMBER	18-02-24	To purchase laptop with memory and DVDRW internal drive and computer	FROM	Independence MS Office of the Principal-MS Office Supplies	TO	Independence MS Office of the Principal-MS Controlled Assets Computer Equipment	\$ 788
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Independence MS Middle School Classroom Instructional Supplies	TO	Independence MS Office of the Principal-MS Computer Supplies	\$ 1,144
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Independence MS Special Education Instructional Supplies	TO	Independence MS Special Education Computer Supplies	\$ 299
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Corporate Landing MS Middle School Classroom Instructional Supplies	TO	Corporate Landing MS Office of the Principal-MS Computer Supplies	\$ 294
JV NUMBER	18-02-24	To purchase monitor and computer supplies	FROM	Corporate Landing MS Middle School Classroom Instructional Supplies	TO	Corporate Landing MS Middle School Classroom Controlled Assets Computer Equipment Computer Supplies	\$ 1,031
JV NUMBER	18-02-24	To purchase computer supplies.	FROM	Corporate Landing MS Special Education Instructional Supplies	TO	Corporate Landing MS Special Education Computer Supplies	\$ 1,102
JV NUMBER	18-02-24	To purchase computer supplies	FROM	Corporate Landing MS Media Services Support Library Books and Supplies	TO	Corporate Landing MS Media Services Support Computer Supplies	\$ 1,041
JV NUMBER	18-02-25	To purchase DVD drives, graphic card, desktop, laptops and monitor	FROM	Bayside HS Office of the Principal - Senior High Office Supplies	TO	Bayside HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 3,087
JV NUMBER	18-02-25	To purchase computer supplies	FROM	Bayside HS Office of the Principal - Senior High Office Supplies	TO	Bayside HS Office of the Principal - Senior High Computer Supplies	\$ 1,156
JV NUMBER	18-02-25	To purchase a poster printer	FROM	Bayside HS Senior High Classroom Instructional Supplies	TO	Bayside HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 2,010
JV NUMBER	18-02-25	To purchase computer supplies	FROM	Bayside HS Senior High Classroom Instructional Supplies	TO	Bayside HS Senior High Classroom Computer Supplies	\$ 4,146
JV NUMBER	18-02-25	To purchase computer supplies	FROM	Bayside HS Special Education Instructional Supplies	TO	Bayside HS Special Education Computer Supplies	\$ 852
JV NUMBER	18-02-25	To purchase computer supplies	FROM	Bayside HS Media Services Support Library Books and Supplies	TO	Bayside HS Media Services Support Computer Supplies	\$ 1,403
JV NUMBER	18-02-26	To purchase monitors, iPad and desktops with memory and graphic cards	FROM	Ocean Lakes HS Office of the Principal - Senior High Office Supplies	TO	Ocean Lakes HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 3,996
JV NUMBER	18-02-26	To purchase computer supplies	FROM	Ocean Lakes HS Office of the Principal - Senior High Office Supplies	TO	Ocean Lakes HS Office of the Principal - Senior High Computer Supplies	\$ 1,298
JV NUMBER	18-02-26	To purchase desktops with memory and graphic card	FROM	Ocean Lakes HS Senior High Classroom Instructional Supplies	TO	Ocean Lakes HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 2,109
JV NUMBER	18-02-26	To purchase computer supplies	FROM	Ocean Lakes HS Senior High Classroom Instructional Supplies	TO	Ocean Lakes HS Senior High Classroom Computer Supplies	\$ 3,441

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JV NUMBER	18-02-26	To purchase computer supplies	FROM	Ocean Lakes HS Media Services Support Library Books and Supplies	TO	Ocean Lakes HS Media Services Support Computer Supplies	\$ 387
JV NUMBER	18-02-27	To purchase a laptop and printer	FROM	Windsor Oaks ES Office of the Principal - Elementary Office Supplies	TO	Windsor Oaks ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 885
JV NUMBER	18-02-27	To purchase computer supplies	FROM	Windsor Oaks ES Elementary Classroom Instructional Supplies	TO	Windsor Oaks ES Elementary Classroom Computer Supplies	\$ 387
JV NUMBER	18-02-27	To purchase computer supplies	FROM	Windsor Oaks ES Special Education Instructional Supplies	TO	Windsor Oaks ES Special Education Computer Supplies	\$ 358
JV NUMBER	18-02-27	To purchase computer supplies	FROM	Windsor Oaks ES Media Services Support Library Books and Supplies	TO	Windsor Oaks ES Media Services Support Computer Supplies	\$ 362
JV NUMBER	18-02-28	To purchase monitors, iPad, laptop, printers and desktops with graphic cards, memory upgrades and cables	FROM	Cox HS Office of the Principal - Senior High Office Supplies	TO	Cox HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 5,888
JV NUMBER	18-02-28	To purchase computer supplies	FROM	Cox HS Office of the Principal - Senior High Office Supplies	TO	Cox HS Office of the Principal - Senior High Computer Supplies	\$ 503
JV NUMBER	18-02-28	To purchase iPad, printers and 30-unit cart	FROM	Cox HS Senior High Classroom Instructional Supplies	TO	Cox HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 1,325
JV NUMBER	18-02-28	To purchase computer supplies	FROM	Cox HS Senior High Classroom Instructional Supplies	TO	Cox HS Senior High Classroom Computer Supplies	\$ 1,162
JV NUMBER	18-02-28	To purchase a monitor	FROM	Cox HS Special Education Instructional Supplies	TO	Cox HS Special Education Controlled Assets - Computer Equipment	\$ 298
JV NUMBER	18-02-28	To purchase computer supplies	FROM	Cox HS Special Education Instructional Supplies	TO	Cox HS Special Education Computer Supplies	\$ 153
JV NUMBER	18-02-29	To purchase printers, chromebooks, iPads and desktops with graphics cards, memory and DVD drives	FROM	Salem HS Office of the Principal - Senior High Office Supplies	TO	Salem HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 6,027
JV NUMBER	18-02-29	To purchase printers	FROM	Salem HS Senior High Classroom Instructional Supplies	TO	Salem HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 470
JV NUMBER	18-02-29	To purchase computer supplies	FROM	Salem HS Senior High Classroom Instructional Supplies	TO	Salem HS Senior High Classroom Computer Supplies	\$ 4,441
JV NUMBER	18-02-30	To purchase toner	FROM	Teaching and Learning Support Other Materials and Supplies	TO	Teaching and Learning Support Computer Supplies	\$ 7,000
JV NUMBER	18-02-30	To cover repair and maintenance of equipment	FROM	Custodial Services Other Purchased Services	TO	Custodial Services Repair and Maintenance Supplies	\$ 10,000
JV NUMBER	18-02-30	To purchase batteries for burnishers	FROM	Custodial Services Custodial Supplies	TO	Custodial Services Vehicle and Powered Equipment Supplies	\$ 12,142
JV NUMBER	18-02-30	To cover local match for the eLearning Backpack grant	FROM	Instructional Technology Computer Software	TO	Instructional Technology Transfer to Grants	\$ 15,569
JV NUMBER	18-02-30	To purchase and install vertical blinds	FROM	Technology Office Supplies	TO	School Plant Repair and Maintenance Supplies	\$ 1,533
JV NUMBER	18-02-31	To purchase computer supplies	FROM	Point O'View ES Office of the Principal - Elementary Office Supplies	TO	Point O'View ES Office of the Principal - Elementary Computer Supplies	\$ 665
JV NUMBER	18-02-31	To purchase computer supplies	FROM	Point O'View ES Special Education Instructional Supplies	TO	Point O'View ES Special Education Computer Supplies	\$ 300
JV NUMBER	18-02-31	To purchase computer supplies	FROM	Point O'View ES Media Services Support Library Books and Supplies	TO	Point O'View ES Media Services Support Computer Supplies	\$ 287
JV NUMBER	18-02-32	To purchase computer supplies	FROM	Thalia ES Office of the Principal - Elementary Office Supplies	TO	Thalia ES Office of the Principal - Elementary Computer Supplies	\$ 166
JV NUMBER	18-02-32	To purchase iPads with AppleCare	FROM	Thalia ES Elementary Classroom Instructional Supplies	TO	Thalia ES Elementary Classroom Controlled Assets - Computer Equipment	\$ 1,850
JV NUMBER	18-02-32	To purchase computer supplies	FROM	Thalia ES Elementary Classroom Instructional Supplies	TO	Thalia ES Elementary Classroom Computer Supplies	\$ 254
JV NUMBER	18-02-32	To purchase computer supplies	FROM	Thalia ES Special Education Instructional Supplies	TO	Thalia ES Special Education Computer Supplies	\$ 335

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JV NUMBER	18-02-33	To purchase computer supplies	FROM	Three Oaks ES Elementary Classroom Instructional Supplies	TO	Three Oaks ES Elementary Classroom Computer Supplies	\$ 2,302
JV NUMBER	18-02-33	To purchase computer supplies	FROM	Three Oaks ES Special Education Instructional Supplies	TO	Three Oaks ES Special Education Computer Supplies	\$ 432
JV NUMBER	18-02-34	To purchase laptops and an iPad	FROM	Kellam HS Office of the Principal - Senior High Office Supplies	TO	Kellam HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 2,263
JV NUMBER	18-02-34	To purchase iPads and a makerbot replicator	FROM	Kellam HS Senior High Classroom Instructional Supplies	TO	Kellam HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 8,906
JV NUMBER	18-02-34	To purchase computer supplies	FROM	Kellam HS Senior High Classroom Instructional Supplies	TO	Kellam HS Senior High Classroom Computer Supplies	\$ 279
JV NUMBER	18-02-35	To purchase a desktop and monitor	FROM	Tallwood HS Office of the Principal - Senior High Office Supplies	TO	Tallwood HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 641
JV NUMBER	18-02-35	To purchase computer supplies	FROM	Tallwood HS Office of the Principal - Senior High Office Supplies	TO	Tallwood HS Office of the Principal - Senior High Computer Supplies	\$ 209
JV NUMBER	18-02-35	To purchase computer supplies	FROM	Tallwood HS Senior High Classroom Instructional Supplies	TO	Tallwood HS Senior High Classroom Computer Supplies	\$ 6,337
JV NUMBER	18-02-35	To purchase computer supplies	FROM	Tallwood HS Special Education Instructional Supplies	TO	Tallwood HS Special Education Computer Supplies	\$ 714
JV NUMBER	18-02-35	To purchase computer supplies	FROM	Tallwood HS Media Services Support Library Books and Supplies	TO	Tallwood HS Media Services Support Computer Supplies	\$ 17
JV NUMBER	18-02-36	To purchase toner for the computer lab, administrative office and library printers	FROM	Rosemont Forest ES Equipment Draw	TO	Rosemont Forest ES Computer Supplies Draw	\$ 2,197
JV NUMBER	18-02-37	To purchase a laptop	FROM	Trantwood ES Office of the Principal - Elementary Office Supplies	TO	Trantwood ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 605
JV NUMBER	18-02-37	To purchase computer supplies	FROM	Trantwood ES Office of the Principal - Elementary Office Supplies	TO	Trantwood ES Office of the Principal - Elementary Computer Supplies	\$ 223
JV NUMBER	18-02-37	To purchase 10-pack iPads with AppleCare	FROM	Trantwood ES Elementary Classroom Instructional Supplies	TO	Trantwood ES Elementary Classroom Controlled Assets - Computer Equipment	\$ 3,930
JV NUMBER	18-02-37	To purchase computer supplies	FROM	Trantwood ES Elementary Classroom Instructional Supplies	TO	Trantwood ES Elementary Classroom Computer Supplies	\$ 631
JV NUMBER	18-02-37	To purchase computer supplies	FROM	Trantwood ES Special Education Instructional Supplies	TO	Trantwood ES Special Education Computer Supplies	\$ 114
JV NUMBER	18-02-38	To purchase computer supplies	FROM	Old Donation School - MS Gifted Education and Academy Programs Office Supplies	TO	Old Donation School - MS Gifted Education and Academy Programs Computer Supplies	\$ 634
JV NUMBER	18-02-38	To purchase computer supplies	FROM	Old Donation School - MS Gifted Education and Academy Programs Capital Outlay - Additional	TO	Old Donation School - MS Gifted Education and Academy Programs Computer Supplies	\$ 271
JV NUMBER	18-02-39	To purchase computer supplies	FROM	Old Donation School - ES Gifted Education and Academy Programs Capital Outlay - Additional	TO	Old Donation School - ES Gifted Education and Academy Programs Computer Supplies	\$ 1,622
JV NUMBER	18-02-40	To purchase chromebooks and a printer	FROM	North Landing ES Office of the Principal - Elementary Office Supplies	TO	North Landing ES Gifted Education and Academy Programs Controlled Assets - Computer Equipment	\$ 1,106
JV NUMBER	18-02-40	To purchase computer supplies	FROM	North Landing ES Office of the Principal - Elementary Office Supplies	TO	North Landing ES Office of the Principal - Elementary Computer Supplies	\$ 427
JV NUMBER	18-02-40	To purchase computer supplies	FROM	North Landing ES Elementary Classroom Instructional Supplies	TO	North Landing ES Elementary Classroom Computer Supplies	\$ 410
JV NUMBER	18-02-41	To purchase chromebooks, a printer and a laptop	FROM	Princess Anne HS Office of the Principal - Senior High Office Supplies	TO	Princess Anne HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 4,617
JV NUMBER	18-02-41	To purchase iPads	FROM	Princess Anne HS Senior High Classroom Instructional Supplies	TO	Princess Anne HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 956
JV NUMBER	18-02-41	To purchase computer supplies	FROM	Princess Anne HS Senior High Classroom Instructional Supplies	TO	Princess Anne HS Senior High Classroom Computer Supplies	\$ 1,060
JV NUMBER	18-02-41	To purchase computer supplies	FROM	Princess Anne HS Special Education Instructional Supplies	TO	Princess Anne HS Special Education Computer Supplies	\$ 910

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JV NUMBER	18-02-42	To purchase a laptop	FROM	Landstown HS Office of the Principal - Senior High Office Supplies	TO	Landstown HS Office of the Principal - Senior High Controlled Assets - Computer Equipment	\$ 650
JV NUMBER	18-02-42	To purchase chromebooks and a cart	FROM	Landstown HS Senior High Classroom Instructional Supplies	TO	Landstown HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 6,755
JV NUMBER	18-02-42	To purchase computer supplies	FROM	Landstown HS Senior High Classroom Instructional Supplies	TO	Landstown HS Senior High Classroom Computer Supplies	\$ 1,290
JV NUMBER	18-02-43	To purchase printers, laptop touch screens, monitors and desktop computers	FROM	New Castle ES Office of the Principal - Elementary Office Supplies	TO	New Castles ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 6,410
JV NUMBER	18-02-43	To purchase computer supplies	FROM	New Castle ES Office of the Principal - Elementary Office Supplies	TO	New Castle ES Office of the Principal - Elementary Computer Supplies	\$ 346
JV NUMBER	18-02-43	To purchase computer supplies	FROM	New Castle ES Elementary Classroom Instructional Supplies	TO	New Castle ES Elementary Classroom Computer Supplies	\$ 1,352
JV NUMBER	18-02-44	To purchase a printer	FROM	White Oaks ES Elementary Classroom Instructional Supplies	TO	White Oaks ES Elementary Classroom Controlled Assets - Computer Equipment	\$ 235
JV NUMBER	18-02-44	To purchase computer supplies	FROM	White Oaks ES Elementary Classroom Instructional Supplies	TO	White Oaks ES Elementary Classroom Computer Supplies	\$ 93
JV NUMBER	18-02-44	To purchase a printer	FROM	White Oaks ES Special Education Instructional Supplies	TO	White Oaks ES Special Education Controlled Assets - Computer Equipment	\$ 235
JV NUMBER	18-02-45	To purchase iPads, chromebook, laptops and desktops	FROM	Princess Anne ES Office of the Principal - Elementary Office Supplies	TO	Princess Anne ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 2,779
JV NUMBER	18-02-45	To purchase computer supplies	FROM	Princess Anne ES Office of the Principal - Elementary Office Supplies	TO	Princess Anne ES Office of the Principal - Elementary Computer Supplies	\$ 164
JV NUMBER	18-02-45	To purchase computer supplies	FROM	Princess Anne ES Elementary Classroom Instructional Supplies	TO	Princess Anne ES Elementary Classroom Computer Supplies	\$ 695
JV NUMBER	18-02-45	To purchase computer supplies	FROM	Princess Anne ES Special Education Instructional Supplies	TO	Princess Anne ES Special Education Computer Supplies	\$ 1,056
JV NUMBER	18-02-46	To purchase a printer, monitors, desktop and iPad with AppleCare	FROM	Windsor Woods ES Office of the Principal - Elementary Office Supplies	TO	Windsor Woods ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 2,656
JV NUMBER	18-02-46	To purchase computer supplies	FROM	Windsor Woods ES Office of the Principal - Elementary Office Supplies	TO	Windsor Woods ES Office of the Principal - Elementary Computer Supplies	\$ 379
JV NUMBER	18-02-46	To purchase computer supplies	FROM	Windsor Woods ES Elementary Classroom Instructional Supplies	TO	Windsor Woods ES Elementary Classroom Computer Supplies	\$ 444
JV NUMBER	18-02-46	To purchase computer supplies	FROM	Windsor Woods ES Special Education Instructional Supplies	TO	Windsor Woods ES Special Education Computer Supplies	\$ 100
JV NUMBER	18-02-46	To purchase computer supplies	FROM	Windsor Woods ES Media Services Support Library Books and Supplies	TO	Windsor Woods ES Media Services Support Computer Supplies	\$ 175
JV NUMBER	18-02-47	To purchase chromebooks and monitors	FROM	Pembroke Meadows ES Office of the Principal - Elementary Office Supplies	TO	Pembroke Meadows ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 1,044
JV NUMBER	18-02-47	To purchase computer supplies	FROM	Pembroke Meadows ES Elementary Classroom Instructional Supplies	TO	Pembroke Meadows ES Elementary Classroom Computer Supplies	\$ 563
JV NUMBER	18-02-47	To purchase computer supplies	FROM	Pembroke Meadows ES Special Education Instructional Supplies	TO	Pembroke Meadows ES Special Education Computer Supplies	\$ 100
JV NUMBER	18-02-47	To purchase computer supplies	FROM	Pembroke Meadows ES Office of the Principal - Elementary Office Supplies	TO	Pembroke Meadows ES Office of the Principal - Elementary Computer Supplies	\$ 280
JV NUMBER	18-02-48	To purchase desktop with graphics card and 15 unit laptop workstation	FROM	Thoroughgood ES Office of the Principal - Elementary Office Supplies	TO	Thoroughgood ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 2,212
JV NUMBER	18-02-48	To purchase computer supplies	FROM	Thoroughgood ES Office of the Principal - Elementary Office Supplies	TO	Thoroughgood ES Office of the Principal - Elementary Computer Supplies	\$ 122
JV NUMBER	18-02-48	To purchase chromebook touch screens	FROM	Thoroughgood ES Elementary Classroom Instructional Supplies	TO	Thoroughgood ES Elementary Classroom Controlled Assets - Computer Equipment	\$ 1,543
JV NUMBER	18-02-48	To purchase computer supplies	FROM	Thoroughgood ES Elementary Classroom Instructional Supplies	TO	Thoroughgood ES Elementary Classroom Computer Supplies	\$ 583

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JV NUMBER	18-02-48	To purchase computer supplies	FROM	Thoroughgood ES Special Education Instructional Supplies	TO	Thoroughgood ES Special Education Computer Supplies	\$ 240
JV NUMBER	18-02-49	To purchase a printer	FROM	Technical and Career Education Center Office of the Principal - Technical Office Supplies	TO	Technical and Career Education Center Office of the Principal - Technical Controlled Assets - Computer Equipment	\$ 235
JV NUMBER	18-02-49	To purchase computer supplies	FROM	Technical and Career Education Center Office of the Principal - Technical Office Supplies	TO	Technical and Career Education Center Office of the Principal - Technical Computer Supplies	\$ 1,902
JV NUMBER	18-02-49	To purchase printers	FROM	Technical and Career Education Center Technical and Career Education Instructional Supplies	TO	Technical and Career Education Center Technical and Career Education Controlled Assets - Computer Equipment	\$ 684
JV NUMBER	18-02-49	To purchase computer supplies	FROM	Technical and Career Education Center Technical and Career Education Instructional Supplies	TO	Technical and Career Education Center Technical and Career Education Computer Supplies	\$ 4,352
JV NUMBER	18-02-49	To purchase computer supplies	FROM	Technical and Career Education Center Media Services Support Library Books and Supplies	TO	Technical and Career Education Center Media Services Support Computer Supplies	\$ 689
JV NUMBER	18-02-50	To purchase computer supplies	FROM	Advanced Technology Center Office of the Principal - Technical Office Supplies	TO	Advanced Technology Center Office of the Principal - Technical Computer Supplies	\$ 290
JV NUMBER	18-02-50	To purchase Microsoft Surface tablet, Microsoft Surface pen and monitor	FROM	Advanced Technology Center Technical and Career Education Instructional Supplies	TO	Advanced Technology Center Technical and Career Education Controlled Assets - Computer Equipment	\$ 2,303
JV NUMBER	18-02-50	To purchase computer supplies	FROM	Advanced Technology Center Technical and Career Education Instructional Supplies	TO	Advanced Technology Center Technical and Career Education Computer Supplies	\$ 1,497
JV NUMBER	18-02-50	To purchase computer supplies	FROM	Advanced Technology Center Technical and Career Education Instructional Supplies	TO	Advanced Technology Center Technical and Career Education Computer Supplies	\$ 794
JV NUMBER	18-02-51	To purchase computer supplies	FROM	Newtown Road ES Elementary Classroom Instructional Supplies	TO	Newtown Road ES Elementary Classroom Computer Supplies	\$ 1,300
JV NUMBER	18-02-52	To purchase a monitor and desktops with DVD drive and graphics card	FROM	Pembroke ES Office of the Principal - Elementary Office Supplies	TO	Pembroke ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 1,684
JV NUMBER	18-02-52	To purchase computer supplies	FROM	Pembroke ES Office of the Principal - Elementary Office Supplies	TO	Pembroke ES Office of the Principal - Elementary Computer Supplies	\$ 108
JV NUMBER	18-02-52	To purchase computer supplies	FROM	Pembroke ES Elementary Classroom Instructional Supplies	TO	Pembroke ES Elementary Classroom Computer Supplies	\$ 188
JV NUMBER	18-02-52	To purchase computer supplies	FROM	Pembroke ES Special Education Instructional Supplies	TO	Pembroke ES Special Education Computer Supplies	\$ 117
JV NUMBER	18-02-53	To purchase desktops with DVD drives and laptop with DVD/RW internal drive	FROM	Woodstock ES Office of the Principal - Elementary Office Supplies	TO	Woodstock ES Office of the Principal - Elementary Controlled Assets - Computer Equipment	\$ 2,335
JV NUMBER	18-02-53	To purchase computer supplies	FROM	Woodstock ES Office of the Principal - Elementary Office Supplies	TO	Woodstock ES Office of the Principal - Elementary Computer Supplies	\$ 171
JV NUMBER	18-02-53	To purchase computer supplies	FROM	Woodstock ES Elementary Classroom Instructional Supplies	TO	Woodstock ES Elementary Classroom Computer Supplies	\$ 2,144
JV NUMBER	18-02-53	To purchase computer supplies	FROM	Woodstock ES Special Education Instructional Supplies	TO	Woodstock ES Special Education Computer Supplies	\$ 259
JV NUMBER	18-02-53	To purchase computer supplies	FROM	Woodstock ES Media Services Support Library Books and Supplies	TO	Woodstock ES Media Services Support Computer Supplies	\$ 106
JV NUMBER	18-02-54	To purchase computer supplies	FROM	Parkway ES Office of the Principal - Elementary Office Supplies	TO	Parkway ES Office of the Principal - Elementary Computer Supplies	\$ 674
JV NUMBER	18-02-54	To purchase computer supplies	FROM	Parkway ES Elementary Classroom Instructional Supplies	TO	Parkway ES Elementary Classroom Computer Supplies	\$ 691
JV NUMBER	18-02-54	To purchase computer supplies	FROM	Parkway ES Special Education Instructional Supplies	TO	Parkway ES Special Education Computer Supplies	\$ 148
JV NUMBER	18-02-55	To purchase computer supplies	FROM	First Colonial HS Office of the Principal - Senior High Office Supplies	TO	First Colonial HS Office of the Principal - Senior High Computer Supplies	\$ 797
JV NUMBER	18-02-55	To purchase a monochrome printer and monitor	FROM	First Colonial HS Senior High Classroom Instructional Supplies	TO	First Colonial HS Senior High Classroom Controlled Assets - Computer Equipment	\$ 470
JV NUMBER	18-02-55	To purchase computer supplies	FROM	First Colonial HS Senior High Classroom Instructional Supplies	TO	First Colonial HS Senior High Classroom Computer Supplies	\$ 5,065

SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000

February 1, 2018 through February 28, 2018

JV NUMBER	18-02-55	To purchase computer supplies	FROM	First Colonial HS Special Education Instructional Supplies	TO	First Colonial HS Special Education Computer Supplies	\$ 621
JV NUMBER	18-02-55	To purchase computer supplies	FROM	First Colonial HS Media Services Support Library Books and Supplies	TO	First Colonial HS Media Services Support Computer Supplies	\$ 547
JV NUMBER	18-02-56	To purchase Macbook Pro with apple care, monitors, chromebook touch screen	FROM	Glenwood ES Office of the Principal-ES Office Supplies	TO	Glenwood ES Office of the Principal-ES Controlled Assets Computer Equipment	\$ 5,677
JV NUMBER	18-02-56	To purchase computer supplies	FROM	Glenwood ES Elementary Classroom Instructional Supplies	TO	Glenwood ES Elementary Classroom Computer Supplies	\$ 483
JV NUMBER	18-02-56	To purchase computer supplies	FROM	Glenwood ES Special Education Instructional Supplies	TO	Glenwood ES Special Education Computer Supplies	\$ 132
JV NUMBER	18-02-56	To purchase computer supplies	FROM	Glenwood ES Media Services Support Library Books and Supplies	TO	Glenwood ES Media Services Support Computer Supplies	\$ 363
JV NUMBER	18-02-56	To purchase iPads and printers	FROM	Glenwood ES Elementary Classroom Capital Outlay - Additional	TO	Glenwood ES Instructional Technology Computer Supplies	\$ 812

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

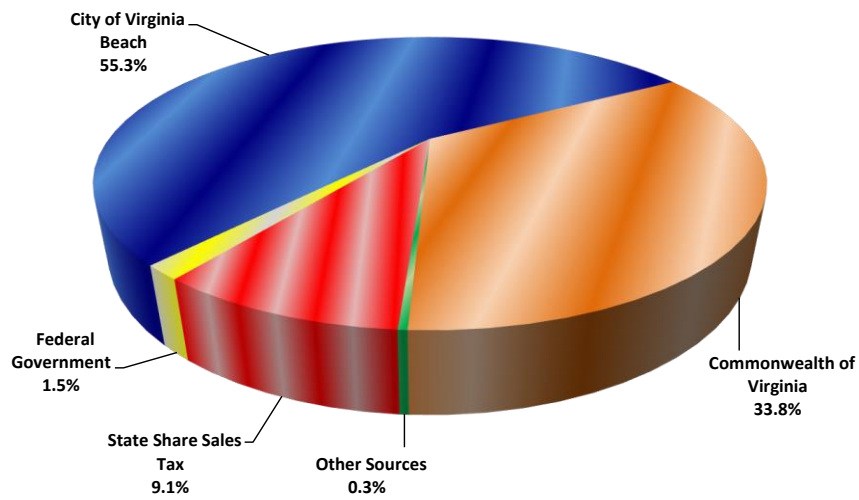
FEBRUARY 2018

BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
COMMONWEALTH OF VIRGINIA	2018	273,443,481	<-----	168,062,474	61.46%	A
	2017	263,423,825	260,283,753	162,184,727	62.31%	
	2016	250,039,573	249,585,001	156,574,731	62.73%	
STATE SALES TAX	2018	73,718,340	<-----	44,544,769	60.43%	A
	2017	74,741,805	73,084,563	44,136,823	60.39%	
	2016	71,783,907	72,382,606	43,919,315	60.68%	
FEDERAL GOVERNMENT	2018	12,200,000	<-----	7,771,313	63.70%	A
	2017	12,476,532	13,464,377	7,001,310	52.00%	
	2016	12,476,532	10,984,117	2,959,539	26.94%	
CITY OF VIRGINIA BEACH	2018	447,551,668	<-----	295,762,871	66.08%	A
	2017	424,077,954	424,077,954	281,804,708	66.45%	
	2016	412,311,603	412,311,603	274,419,149	66.56%	
OTHER SOURCES	2018	2,782,803	<-----	1,990,481	71.53%	A
	2017	2,782,803	2,759,412	1,724,702	62.50%	
	2016	2,782,803	3,120,071	2,065,771	66.21%	
SCHOOL OPERATING FUND TOTAL	2018	809,696,292	<-----	518,131,908	63.99%	A
	2017	777,502,919	773,670,059	496,852,270	64.22%	
	2016	749,394,418	748,383,398	479,938,505	64.13%	

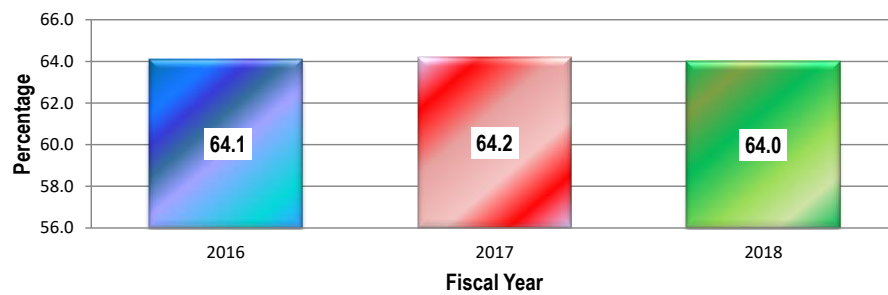
* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

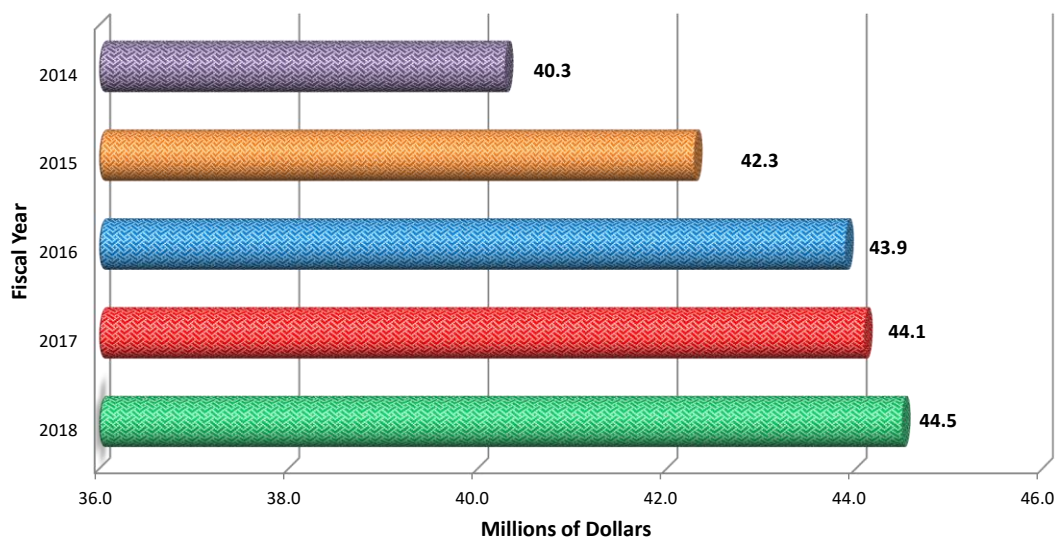
Fiscal Year 2018 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of February 28, 2018



State Sales Tax Revenue through February 28, 2018



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

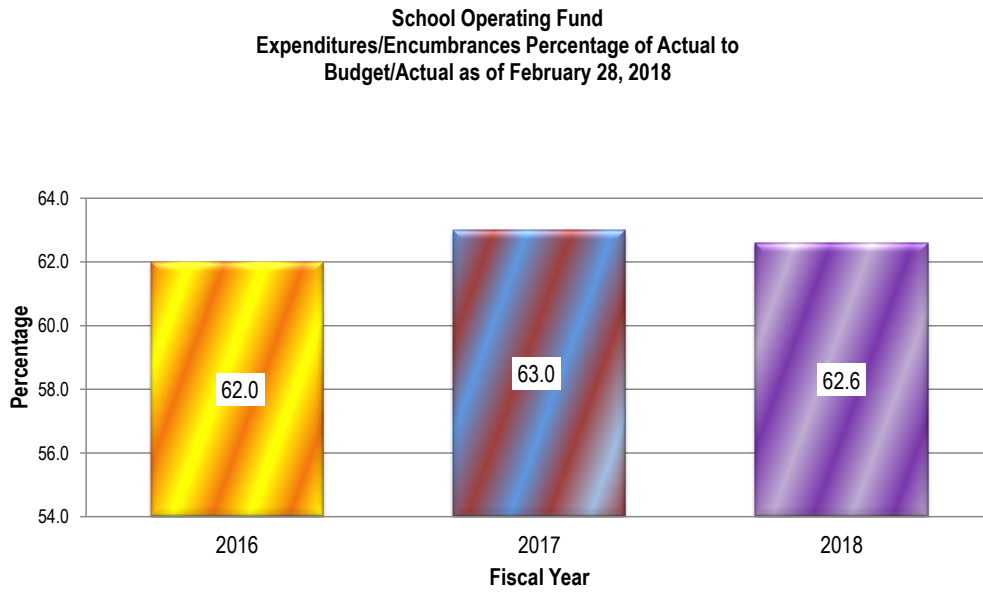
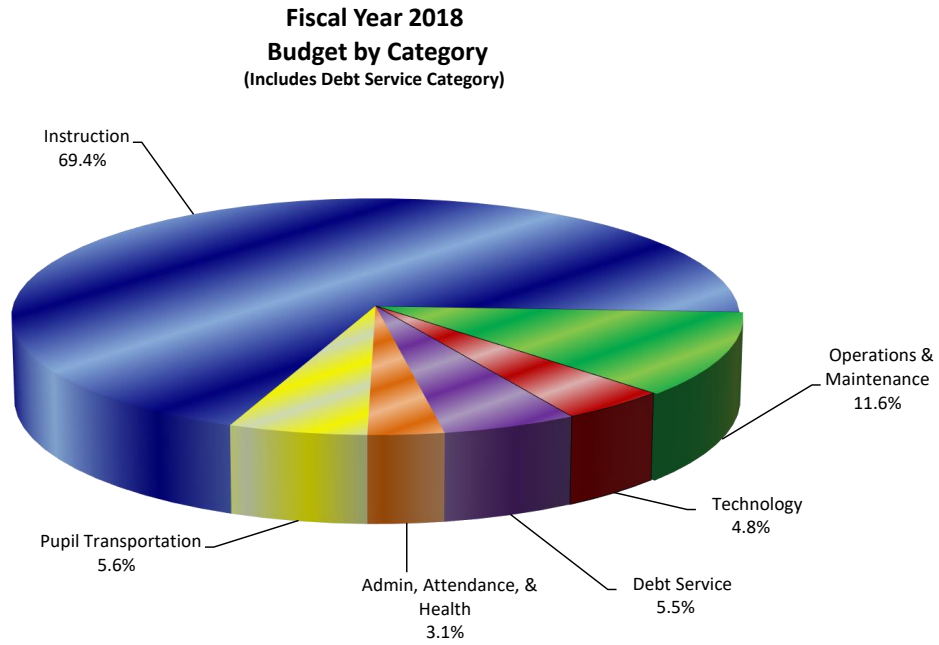
EXPENDITURES/ENCUMBRANCES

FEBRUARY 2018

<i>BY UNIT WITHIN CATEGORY</i>	<i>FISCAL YEAR</i>	(1) <i>BUDGET</i>	(2) <i>ACTUAL THROUGH JUNE</i>	(3) <i>ACTUAL THROUGH MONTH</i>	% OF (3) TO (2)	<i>TREND *</i>
INSTRUCTION CATEGORY	2018	567,845,931	<-----	351,105,192	61.83%	A
	2017	547,382,834	533,960,741	331,760,569	62.13%	
	2016	530,731,819	522,876,753	317,730,938	60.77%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2018	25,279,155	<-----	15,515,506	61.38%	A
	2017	24,339,437	23,322,078	15,150,636	64.96%	
	2016	22,937,844	21,876,609	13,593,684	62.14%	
PUPIL TRANSPORTATION CATEGORY	2018	46,033,552	<-----	33,301,899	72.34%	A
	2017	40,132,386	38,393,774	23,589,279	61.44%	
	2016	34,125,890	32,882,137	20,691,035	62.92%	
OPERATIONS AND MAINTENANCE CATEGORY	2018	94,541,324	<-----	55,235,619	58.42%	A
	2017	92,216,393	88,249,457	57,092,549	64.69%	
	2016	93,517,401	89,431,581	58,750,126	65.69%	
TECHNOLOGY CATEGORY	2018	39,480,122	<-----	28,785,349	72.91%	A
	2017	35,470,704	34,587,905	25,029,375	72.36%	
	2016	32,550,920	31,184,463	22,430,661	71.93%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2018	773,180,084	<-----	483,943,565	62.59%	A
	2017	739,541,754	718,513,955	452,622,408	62.99%	
	2016	713,863,874	698,251,543	433,196,444	62.04%	
DEBT SERVICE CATEGORY	2018	44,947,680	<-----	32,283,965	71.83%	A
	2017	45,819,477	45,704,383	35,733,305	78.18%	
	2016	44,756,843	44,115,909	22,895,415	51.90%	

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTION CATEGORY:						
ELEMENTARY CLASSROOM	149,691,215	14,275,943	88,362,535	31,949	61,296,731	59.1%
SENIOR HIGH CLASSROOM	76,745,348	7,651,754	45,718,201	11,129	31,016,018	59.6%
TECHNICAL AND CAREER EDUCATION	19,311,497	1,637,480	10,385,727	75,805	8,849,965	54.2%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,409,834	1,302,906	8,717,060	4,736	5,688,038	60.5%
SPECIAL EDUCATION	95,607,960	13,555,112	63,293,799	10,856	32,303,305	66.2%
SUMMER SCHOOL	1,727,245	(1,500)	1,602,586		124,659	92.8%
SUMMER SLIDE PROGRAM	276,002		163,601		112,401	59.3%
GENERAL ADULT EDUCATION	2,018,831	190,168	1,119,802	1,644	897,385	55.5%
ALTERNATIVE EDUCATION-RENAISSANCE	6,987,374	619,382	3,866,115	3,538	3,117,721	55.4%
STUDENT ACTIVITIES	8,014,490	278,902	6,834,963	6,793	1,172,734	85.4%
OFFICE OF THE PRINCIPAL-ELEMENTARY	26,124,556	2,189,557	16,742,284	2,412	9,379,860	64.1%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	11,716,374	990,988	7,671,155	3,558	4,041,661	65.5%
OFFICE OF THE PRINCIPAL-TECHNICAL	667,054	54,564	422,448		244,606	63.3%
GUIDANCE SERVICES	17,143,747	1,562,816	10,721,477	28,433	6,393,837	62.7%
SOCIAL WORK SERVICES	4,035,799	370,821	2,458,851	5	1,576,943	60.9%
MEDIA AND COMMUNICATIONS	2,094,529	146,542	1,127,780		966,749	53.8%
TEACHING AND LEARNING SUPPORT	16,735,862	898,499	13,071,277	35,765	3,628,820	78.3%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,270,557	168,673	606,758	60,300	603,499	52.5%
OPPORTUNITY AND ACHIEVEMENT	89,860	12,112	38,466	10,040	41,354	54.0%
SPECIAL EDUCATION SUPPORT	3,665,293	308,068	2,317,159		1,348,134	63.2%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,336,441	197,331	1,456,267	1,054	879,120	62.4%
MEDIA SERVICES SUPPORT	13,279,396	1,244,502	7,951,770	81,858	5,245,768	60.5%
PLANNING INNOVATION AND ACCOUNTABILITY	2,669,071	146,938	1,319,613	18,698	1,330,760	50.1%
MIDDLE SCHOOL CLASSROOM	60,927,585	5,946,595	35,486,954	29,976	25,410,655	58.3%
REMEDIAL EDUCATION	8,266,085	791,269	4,994,892	40	3,271,153	60.4%
OFFICE OF THE PRINCIPAL-MIDDLE	10,706,876	938,665	7,094,102	816	3,611,958	66.3%
HOMEBOUND SERVICES	412,268	32,865	140,811		271,457	34.2%
TECHNICAL AND CAREER EDUCATION SUPPORT	1,038,304	75,686	618,655		419,649	59.6%
STUDENT LEADERSHIP	1,426,623	260,446	1,111,575		315,048	77.9%
PSYCHOLOGICAL SERVICES	4,631,619	405,018	2,909,683	535	1,721,401	62.8%
AUDIOLOGICAL SERVICES	476,513	44,686	329,769	5,432	141,312	70.3%
SCHOOL LEADERSHIP	1,932,482	167,191	1,205,422		727,060	62.4%
ALTERNATIVE EDUCATION	1,409,241	116,245	805,852	12,411	590,978	58.1%
TOTAL INSTRUCTION	567,845,931	56,580,224	350,667,409	437,783	216,740,739	61.8%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,135,904	585,479	900,873		235,031	79.3%
OFFICE OF THE SUPERINTENDENT	1,054,711	85,393	634,393		420,318	60.1%
BUDGET AND FINANCE	5,113,259	336,459	3,331,875	5,738	1,775,646	65.3%
HUMAN RESOURCES	5,213,714	406,245	3,199,960		2,013,754	61.4%
INTERNAL AUDIT	466,766	35,718	297,282		169,484	63.7%
PURCHASING SERVICES	1,126,065	93,639	714,167		411,898	63.4%
PROFESSIONAL GROWTH AND INNOVATION	889,795	64,541	522,397	5,600	361,798	59.3%
BENEFITS	2,340,863	115,018	1,204,151	48,000	1,088,712	53.5%
HEALTH SERVICES	7,938,078	748,145	4,651,070		3,287,008	58.6%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	25,279,155	2,470,637	15,456,168	59,338	9,763,649	61.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
MANAGEMENT	2,550,168	217,908	1,679,497		870,671	65.9%
VEHICLE OPERATIONS	28,725,852	2,958,172	17,675,194	4,104,841	6,945,817	75.8%
VEHICLE OPERATIONS-SPECIAL EDUCATION	8,519,103	558,974	3,527,477	2,095,940	2,895,686	66.0%
VEHICLE MAINTENANCE	3,291,110	278,782	2,098,991		1,192,119	63.8%
MONITORING SERVICES	2,947,319	353,565	2,119,959		827,360	71.9%
TOTAL PUPIL TRANSPORTATION	46,033,552	4,367,401	27,101,118	6,200,781	12,731,653	72.3%
OPERATIONS AND MAINTENANCE CATEGORY:						
FACILITIES PLANNING AND CONSTRUCTION	816,872	63,110	523,319		293,553	64.1%
SCHOOL PLANT	47,465,550	3,389,173	26,910,893	1,616,862	18,937,795	60.1%
DISTRIBUTION SERVICES	1,738,233	124,470	1,027,037	575	710,621	59.1%
GROUND SERVICES	4,731,908	(564,000)	2,083,954		2,647,954	44.0%
CUSTODIAL SERVICES	28,769,399	2,370,998	16,357,199	437,323	11,974,877	58.4%
SAFETY AND LOSS CONTROL	7,346,366	694,157	4,273,215	7,667	3,065,484	58.3%
VEHICLE SERVICES	2,624,875	57,316	989,670	180,711	1,454,494	44.6%
TELECOMMUNICATIONS	1,048,121	55,634	765,615	61,579	220,927	78.9%
TOTAL OPERATIONS AND MAINTENANCE	94,541,324	6,190,858	52,930,902	2,304,717	39,305,705	58.4%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	2,322,598	11,114	1,365,568	330,428	626,602	73.0%
SENIOR HIGH CLASSROOM	1,961,788	16,451	1,218,727	412,704	330,357	83.2%
TECHNICAL AND CAREER EDUCATION	163,754	49,130	156,795	29,335	(22,376)	113.7%
GIFTED EDUCATION AND ACADEMY PROGRAMS	133,041	3,426	82,003		51,038	61.6%
SPECIAL EDUCATION	268,051	32,053	241,076	11,393	15,582	94.2%
SUMMER SCHOOL	2,489				2,489	
GENERAL ADULT EDUCATION	57,283	248	45,920	505	10,858	81.0%
ALTERNATIVE EDUCATION-RENAISSANCE	74		74	6,149	(6,149)	8409.5%
STUDENT ACTIVITIES	1,493		640		853	42.9%
OFFICE OF THE PRINCIPAL-ELEMENTARY	114,417	5,862	104,561	943	8,913	92.2%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	67,729	2,672	66,077	3,265	(1,613)	102.4%
OFFICE OF THE PRINCIPAL-TECHNICAL	2,938	863	2,282	144	512	82.6%
GUIDANCE SERVICES	24,353	612	24,330		23	99.9%
SOCIAL WORK SERVICES	11,742	342	8,153	3,074	515	95.6%
MEDIA AND COMMUNICATIONS	231,571	457	223,068	546	7,957	96.6%
INSTRUCTIONAL TECHNOLOGY	12,054,221	824,943	8,394,225	5,336	3,654,660	69.7%
TEACHING AND LEARNING SUPPORT	275,658	4,567	268,567	165	6,926	97.5%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	7,463				7,463	
OPPORTUNITY AND ACHIEVEMENT	4,655		368		4,287	7.9%
SPECIAL EDUCATION SUPPORT	10,149	39	4,131		6,018	40.7%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	56,078	36	42,062		14,016	75.0%
MEDIA SERVICES SUPPORT	538,674	1,370	531,740	365	6,569	98.8%
PLANNING INNOVATION AND ACCOUNTABILITY	544,281	2,575	401,471	42,742	100,068	81.6%
MIDDLE SCHOOL CLASSROOM	1,244,442	1,911	512,651	389,199	342,592	72.5%
REMEDIAL EDUCATION	18,627		368	7,335	10,924	41.4%
OFFICE OF THE PRINCIPAL-MIDDLE	53,087	1,861	52,842	1,601	(1,356)	102.6%
HOMEBOUND SERVICES	50,732	2,724	20,733	2,290	27,709	45.4%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011	167	2,082		929	69.1%

STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

TECHNOLOGY CATEGORY:	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
STUDENT LEADERSHIP	3,619	137	2,622		997	72.5%
PSYCHOLOGICAL SERVICES	17,379	767	15,031	2,348		100.0%
AUDIOLOGICAL SERVICES	575		575			100.0%
SCHOOL LEADERSHIP	30,289	1,271	20,272	587	9,430	68.9%
ALTERNATIVE EDUCATION	161,108	300	47,721	27,122	86,265	46.5%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,757	34	512		2,245	18.6%
OFFICE OF THE SUPERINTENDENT	10,574	4,971	8,948	550	1,076	89.8%
BUDGET AND FINANCE	245,670	11,718	102,220		143,450	41.6%
HUMAN RESOURCES	313,428	7,796	275,028	14,612	23,788	92.4%
INTERNAL AUDIT	2,118	167	687		1,431	32.4%
PURCHASING SERVICES	72,681	848	44,915		27,766	61.8%
PROFESSIONAL GROWTH AND INNOVATION	141,507	3,999	118,693		22,814	83.9%
OFFICE OF TECHNOLOGY	850,189	60,512	561,207	138	288,844	66.0%
BENEFITS	24,207	370	13,641	266	10,300	57.5%
HEALTH SERVICES	839				839	
MANAGEMENT	206,722	27,900	135,868	251	70,603	65.8%
VEHICLE OPERATIONS	212,666	35,688	143,247		69,419	67.4%
VEHICLE MAINTENANCE	29,645		9,738		19,907	32.8%
FACILITIES PLANNING AND CONSTRUCTION	17,997		8,912		9,085	49.5%
SCHOOL PLANT	1,138,056	102,891	774,101	196,222	167,733	85.3%
DISTRIBUTION SERVICES	54,926	35	41,477		13,449	75.5%
CUSTODIAL SERVICES	7,539	546	6,861		678	91.0%
SAFETY AND LOSS CONTROL	6,060		4,605	650	805	86.7%
VEHICLE SERVICES	37,848	6,308	25,232		12,616	66.7%
TELECOMMUNICATIONS	10,420		3,356		7,064	32.2%
TECHNOLOGY MAINTENANCE	15,656,904	925,181	8,813,647	2,345,454	4,497,803	71.3%
TOTAL TECHNOLOGY	39,480,122	2,154,862	24,949,630	3,835,719	10,694,773	72.9%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	773,180,084	71,763,982	471,105,227	12,838,338	289,236,519	62.6%
DEBT SERVICE CATEGORY:	44,947,680	4,387,297	32,283,965		12,663,715	71.8%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2017 through February 28, 2018

B1

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	273,443,481	33.77%	168,062,474	(105,381,007)	61.46%
State Share Sales Tax	73,718,340	9.11%	44,544,769	(29,173,571)	60.43%
Federal Government	12,200,000	1.51%	7,771,313	(4,428,687)	63.70%
City of Virginia Beach	447,551,668	55.27%	295,762,871	(151,788,797)	66.08%
Other Sources	2,782,803	0.34%	1,990,481	(792,322)	71.53%
Total Revenues	809,696,292	100.00%	518,131,908	(291,564,384)	63.99%
Prior Year Local Contribution*	8,431,472				
	<u>818,127,764</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	567,845,931	69.41%	351,105,192	216,740,739	61.83%
Administration, Attendance and Health	25,279,155	3.09%	15,515,506	9,763,649	61.38%
Pupil Transportation	46,033,552	5.63%	33,301,899	12,731,653	72.34%
Operations and Maintenance	94,541,324	11.56%	55,235,619	39,305,705	58.42%
Technology	39,480,122	4.82%	28,785,349	10,694,773	72.91%
Debt Service	44,947,680	5.49%	32,283,965	12,663,715	71.83%
Total Expenditures/Encumbrances	<u>818,127,764</u>	100.00%	516,227,530	301,900,234	63.10%

*Fiscal year 2016-2017 encumbrances brought forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 2

ASSETS:

CASH	1
DUE FROM GENERAL FUND	58,072,999
DUE FROM COMMONWEALTH OF VA	3,324,926
PREPAID ITEM	130,743

LIABILITIES:

VOUCHERS PAYABLE	71,849
ACCOUNTS PAYABLE	26,187
ACCOUNTS PAYABLE - SCHOOLS	59,174
SALARIES PAYABLE-OPTIONS	30,055,457
FICA PAYABLE-OPTIONS	2,284,276
WIRES PAYABLE	4,482,203
ACH PAYABLES	355,481
TOTAL LIABILITIES	<u>37,334,627</u>

FUND EQUITY:

FUND BALANCE	1,019,854
ESTIMATED REVENUE	(809,696,292)
APPROPRIATIONS	818,127,764
ENCUMBRANCES	12,838,338
RESERVE FOR ENCUMBRANCES	(12,838,338)
EXPENDITURES	(503,389,192)
REVENUES	518,131,908
TOTAL FUND EQUITY	<u>24,194,042</u>

TOTAL ASSETS	<u><u>61,528,669</u></u>
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TOTAL LIABILITIES AND FUND EQUITY	<u><u>61,528,669</u></u>
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VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 3

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	11,232,540	2,027,891	3,041,836	(8,190,704)	27.1%
REIMB-SOCIAL SECURITY	10,570,014	885,083	7,031,995	(3,538,019)	66.5%
REIMB-RETIREMENT	24,270,378	2,032,288	16,146,543	(8,123,835)	66.5%
REIMB-LIFE INSURANCE	731,770	61,275	486,831	(244,939)	66.5%
BASIC SCHOOL AID	177,972,380	14,907,504	118,309,852	(59,662,528)	66.5%
SP ED-SOQ	19,107,333	1,599,958	12,711,683	(6,395,650)	66.5%
VOCATIONAL FUNDS-SOQ	1,870,079	156,591	1,244,122	(625,957)	66.5%
FOSTER HOME CHILDREN-REGULAR	434,143			(434,143)	
SUMMER SCHOOLS-REMEDIAL	228,268	37,038	92,595	(135,673)	40.6%
GIFTED & TALENTED AID-SOQ	1,951,387	163,400	1,298,214	(653,173)	66.5%
REMEDIAL ED-SOQ	4,675,199	391,479	3,110,305	(1,564,894)	66.5%
SP ED-HOME BOUND	160,664	19,261	77,045	(83,619)	48.0%
SP ED-REGIONAL PROG PAYMENT	9,949,380			(9,949,380)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	324,137			(324,137)	
ENGLISH AS A SECOND LANG PAYMENTS	636,990	53,083	424,660	(212,330)	66.7%
AT-RISK INITIATIVE	2,955,530	310,333	1,705,082	(1,250,448)	57.7%
CLASS SIZE INITIATIVE	4,578,114	826,225	1,239,338	(3,338,776)	27.1%
SALARY SUPPLEMENT	1,795,175	142,796	1,142,373	(652,802)	63.6%
TOTAL FROM COMMONWEALTH OF VIRGINIA	273,443,481	23,614,205	168,062,474	(105,381,007)	61.5%
STATE SHARE SALES TAX	73,718,340	7,242,570	44,544,769	(29,173,571)	60.4%
TOTAL FROM STATE SHARE SALES TAX	73,718,340	7,242,570	44,544,769	(29,173,571)	60.4%
PUBLIC LAW 874	9,935,191	3,539,720	4,281,473	(5,653,718)	43.1%
DEPT OF THE NAVY-NJROTC	100,000		139,952	39,952	140.0%
DEPT OF DEFENSE	1,500,000		1,490,759	(9,241)	99.4%
IMPACT AID-SPECIAL ED		391,685	569,955	569,955	
DEPARTMENT OF DEFENSE-SPECIAL ED			578,233	578,233	
MEDICAID REIMBURSEMENT	664,809	72,771	617,681	(47,128)	92.9%
MEDICAID REIMBURSEMENT-TRANSPORTATION		5	93,260	93,260	
TOTAL FROM FEDERAL GOVERNMENT	12,200,000	4,004,181	7,771,313	(4,428,687)	63.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 4

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	438,012,233	37,170,181	289,893,606	(148,118,627)	66.2%
TRANSFER FROM SCHOOL RESERVE FUND	8,803,897	733,659	5,869,265	(2,934,632)	66.7%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	447,551,668	37,903,840	295,762,871	(151,788,797)	66.1%
SALE OF SCHOOL VEHICLES	15,000	14,911	65,376	50,376	435.8%
RENT OF FACILITIES	450,000	18,064	204,737	(245,263)	45.5%
SECEP-RENT OF FACILITIES			84,500	84,500	
RENT OF PROPERTY		4,000	32,000	32,000	
TUITION-REGULAR DAY	100,000	22,438	165,095	65,095	165.1%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	(40)	546,018	(153,982)	78.0%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125	5,256	109,218	(212,907)	33.9%
COLLEGE NIGHT FEES		250	18,500	18,500	
TUITION-LPN PROGRAM	25,575	1,200	3,200	(22,375)	12.5%
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		1,275	3,129	3,129	
MISCELLANEOUS REVENUE	224,703	6,826	204,630	(20,073)	91.1%
SALE OF SALVAGE MATERIALS	12,000	7,821	86,967	74,967	724.7%
INSURANCE PROCEEDS		518	55,836	55,836	
SALE OF CAPITAL ASSETS		1,600	1,600	1,600	
INDIRECT COST-GRANTS	600,000	65,627	409,675	(190,325)	68.3%
TOTAL FROM OTHER SOURCES	2,782,803	149,746	1,990,481	(792,322)	71.5%
TOTAL SCHOOL OPERATING FUND	809,696,292	72,914,542	518,131,908	(291,564,384)	64.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 5

ASSETS:		LIABILITIES:	
CASH	2,155,375	VOUCHERS PAYABLE	875
		TOTAL LIABILITIES	875
		FUND EQUITY:	
		FUND BALANCE	53,381
		ESTIMATED REVENUE	(5,099,823)
		APPROPRIATIONS	5,106,682
		ENCUMBRANCES	4,031
		RESERVE FOR ENCUMBRANCES	(4,031)
		EXPENDITURES	(2,958,412)
		REVENUES	5,052,672
		TOTAL FUND EQUITY	2,154,500
TOTAL ASSETS	2,155,375	TOTAL LIABILITIES AND FUND EQUITY	2,155,375

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	2,251	18,326	13,326	366.5%	79.1%
BASKETBALL	120,000	34,526	96,622	(23,378)	80.5%	99.1%
FOOTBALL	250,000	1,008	240,267	(9,733)	96.1%	100.0%
GYMNASTICS	4,000	2,007	4,773	773	119.3%	100.0%
WRESTLING	13,000	5,336	15,552	2,552	119.6%	100.0%
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000	19,560	49,406	(15,594)	76.0%	64.0%
TRANSFER FROM SCHOOL OPERATING	4,595,823		4,595,823		100.0%	114.6%
OTHER INCOME	5,000	(991)	31,903	26,903	638.1%	91.2%
TOTAL REVENUES	5,099,823	63,697	5,052,672	(47,151)	99.1%	110.7%
PYFB-ENCUMBRANCES	6,859					
TOTAL REVENUES AND PYFB	5,106,682					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,620,770	264,130	1,624,576		996,194	62.0%	67.6%
FICA BENEFITS	200,483	20,199	124,526		75,957	62.1%	67.5%
PURCHASED SERVICES	1,252,029	18,732	513,948		738,081	41.0%	41.6%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,155		31,095	39.3%	98.6%
ATHLETIC INSURANCE	175,000		187,801		(12,801)	107.3%	100.0%
OTHER CHARGES			1,042		(1,042)		62.7%
MATERIALS AND SUPPLIES	618,159	47,570	479,333	4,031	134,795	78.2%	77.1%
CAPITAL OUTLAY	188,991		7,031		181,960	3.7%	84.7%
TOTAL	5,106,682	350,631	2,958,412	4,031	2,144,239	58.0%	63.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 6

ASSETS:		LIABILITIES:	
CASH	10,232,036	SALARIES PAYABLE-OPTIONS	509,773
CASH WITH CAFETERIAS	31,597	FICA PAYABLE-OPTIONS	38,997
FOOD INVENTORY	238,727	UNEARNED REVENUE	<u>458,823</u>
FOOD-USDA INVENTORY	162,351	TOTAL LIABILITIES	<u>1,007,593</u>
SUPPLIES INVENTORY	117,183		
		FUND EQUITY:	
		FUND BALANCE	8,716,290
		ESTIMATED REVENUE	(30,582,456)
		APPROPRIATIONS	31,679,250
		ENCUMBRANCES	225,361
		RESERVE FOR ENCUMBRANCES	(225,361)
		EXPENDITURES	(15,309,403)
		REVENUES	<u>15,270,620</u>
		TOTAL FUND EQUITY	<u>9,774,301</u>
TOTAL ASSETS	<u>10,781,894</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>10,781,894</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	25,750	9,797	57,418	31,668	223.0%	54.0%
CHARGES FOR SERVICES	11,620,238	1,125,572	5,939,264	(5,680,974)	51.1%	60.2%
USDA REBATES	350,000	52,693	242,942	(107,058)	69.4%	54.9%
MISCELLANEOUS REVENUE			5,600	5,600		
TOTAL LOCAL REVENUE	<u>11,995,988</u>	<u>1,188,062</u>	<u>6,245,224</u>	<u>(5,750,764)</u>	52.1%	59.8%
SCHOOL MEAL PAYMENTS	500,000	53,934	376,891	(123,109)	75.4%	61.8%
SCHOOL BREAKFAST INITIATIVE		8,265	26,116	26,116		51.8%
TOTAL REVENUE FROM COMMONWEALTH	<u>500,000</u>	<u>62,199</u>	<u>403,007</u>	<u>(96,993)</u>	80.6%	61.0%
NATIONAL SCHOOL MEAL PROGRAM	16,232,468	1,337,237	8,313,411	(7,919,057)	51.2%	48.6%
USDA COMMODITIES	1,854,000			(1,854,000)		
SUMMER FEEDING PROGRAM			155,405	155,405		84.1%
CHILD AND ADULT CARE FOOD PROGRAM			152,873	152,873		45.4%
OTHER FEDERAL FUNDS			700	700		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>18,086,468</u>	<u>1,337,237</u>	<u>8,622,389</u>	<u>(9,464,079)</u>	47.7%	43.8%
TOTAL REVENUES	<u>30,582,456</u>	<u>2,587,498</u>	<u>15,270,620</u>	<u>(15,311,836)</u>	49.9%	50.0%
PRIOR YEAR FUND BALANCE (PYFB)	<u>1,096,794</u>					
TOTAL REVENUES AND PYFB	<u>31,679,250</u>					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	10,122,611	839,438	5,196,024		4,926,587	51.3%	60.1%
FRINGE BENEFITS	4,501,594	347,758	2,123,160		2,378,434	47.2%	59.4%
PURCHASED SERVICES	472,932	71,656	371,217	178,266	(76,551)	116.2%	73.8%
OTHER CHARGES	74,802	2,208	46,497		28,305	62.2%	83.6%
MATERIALS AND SUPPLIES	16,157,311	1,362,184	7,480,919	28,163	8,648,229	46.5%	47.2%
CAPITAL OUTLAY	350,000		91,586	18,932	239,482	31.6%	94.9%
TOTAL	<u>31,679,250</u>	<u>2,623,244</u>	<u>15,309,403</u>	<u>225,361</u>	<u>16,144,486</u>	49.0%	53.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 7

ASSETS:		LIABILITIES:	
CASH	6,557,851	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	6,573,219
		ESTIMATED REVENUE	(4,516,596)
		APPROPRIATIONS	5,179,602
		ENCUMBRANCES	21,762
		RESERVE FOR ENCUMBRANCES	(21,762)
		EXPENDITURES	(3,692,548)
		REVENUES	3,014,174
		TOTAL FUND EQUITY	6,557,851
TOTAL ASSETS	<u>6,557,851</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>6,557,851</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	26,611	6,245	34,198	7,587	128.5%	57.9%
LOST AND DAMAGED	27,000	15	5,352	(21,648)	19.8%	80.7%
MISCELLANEOUS		138	5,500	5,500		88.8%
TOTAL LOCAL REVENUE	<u>53,611</u>	<u>6,398</u>	<u>45,050</u>	<u>(8,561)</u>	84.0%	71.9%
DEPT OF EDUCATION	4,462,985	373,709	2,969,124	(1,493,861)	66.5%	79.7%
TOTAL REVENUE-COMMONWEALTH	<u>4,462,985</u>	<u>373,709</u>	<u>2,969,124</u>	<u>(1,493,861)</u>	66.5%	79.7%
TOTAL REVENUES	4,516,596	380,107	3,014,174	(1,502,422)	66.7%	79.6%
PRIOR YEAR FUND BALANCE (PYFB)	663,006					
TOTAL REVENUES AND PYFB	<u>5,179,602</u>					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	83,431	7,345	59,827		23,604	71.7%	66.2%
FRINGE BENEFITS	31,066	3,175	22,499		8,567	72.4%	64.0%
PURCHASED SERVICES	670,431		2,478,040		(1,807,609)	369.6%	100.0%
MATERIALS AND SUPPLIES	4,394,674	(46,545)	1,132,182	21,762	3,240,730	26.3%	99.0%
TOTAL	<u>5,179,602</u>	<u>(36,025)</u>	<u>3,692,548</u>	<u>21,762</u>	<u>1,465,292</u>	71.7%	98.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 8

ASSETS:		LIABILITIES:	
CASH	14,503,789	EST CLAIMS/JUDGMENTS PAYABLE	<u>7,367,000</u>
PREPAID ITEM	14,028	TOTAL LIABILITIES	<u>7,367,000</u>
		FUND EQUITY:	
		RETAINED EARNINGS	4,640,579
		ENCUMBRANCES	182,998
		RESERVE FOR ENCUMBRANCES	(182,998)
		EXPENSES	(4,488,168)
		REVENUES	<u>6,998,406</u>
		TOTAL FUND EQUITY	<u>7,150,817</u>
TOTAL ASSETS	<u>14,517,817</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>14,517,817</u>

	MONTH'S	YR-TO-DATE
	REALIZED	REALIZED
REVENUES:		
INTEREST ON BANK DEPOSITS	14,370	93,195
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS		96,781
MISCELLANEOUS REVENUE	38	2,706
TOTAL REVENUES	<u>14,408</u>	<u>6,998,406</u>

	MONTH'S	YR-TO-DATE	OUTSTANDING
	EXPENSES	EXPENSES	ENCUMBRANCES
EXPENSES:			
PERSONNEL SERVICES	23,229	180,654	
FRINGE BENEFITS	9,396	67,141	
OTHER PURCHASED SERVICES	64,217	287,148	94,740
FIRE AND PROPERTY INSURANCE		1,529,917	
MOTOR VEHICLE INSURANCE	11,857	559,030	
WORKER'S COMPENSATION	75,133	1,349,010	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	9,274	142,527	
MISCELLANEOUS	936	1,528	
MATERIALS AND SUPPLIES	1,011	117,146	21,357
LAND, STRUCTURES, & IMPROVEMENTS	34,105	253,867	66,901
TOTAL	<u>229,158</u>	<u>4,488,168</u>	<u>182,998</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 9

ASSETS:		LIABILITIES:	
CASH	3,123,147	DEPOSITS PAYABLE	75,000
		ACH PAYABLE	22,950
		TOTAL LIABILITIES	<u>97,950</u>
		FUND EQUITY:	
		FUND BALANCE	2,385,648
		ESTIMATED REVENUE	(510,000)
		APPROPRIATIONS	850,000
		ENCUMBRANCES	10,645
		RESERVE FOR ENCUMBRANCES	(10,645)
		EXPENDITURES	(102,539)
		REVENUES	<u>402,088</u>
		TOTAL FUND EQUITY	<u>3,025,197</u>
TOTAL ASSETS	<u>3,123,147</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,123,147</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	10,000	3,052	18,230	8,230	182.3%	62.1%
RENT- WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			25,000	25,000		100.0%
TOWER RENT-COX HIGH		1,724	126,620	126,620		94.9%
TOWER RENT-FIRST COLONIAL HIGH			74,441	74,441		100.0%
TOWER RENT-LANDSTOWN HIGH		31,807	31,807	31,807		
TOWER RENT-OCEAN LAKES HIGH		2,512	25,690	25,690		27.2%
TOWER RENT-SALEM HIGH			77	77		99.4%
TOWER RENT-TALLWOOD HIGH			29,692	29,692		100.0%
TOWER RENT-TECH CENTER		3,003	63,520	63,520		84.2%
TOWER RENT-WOODSTOCK			7,011	7,011		43.1%
TOTAL REVENUES	<u>510,000</u>	<u>42,098</u>	<u>402,088</u>	<u>(107,912)</u>	78.8%	82.8%
PRIOR YEAR FUND BALANCE (PYFB)	<u>340,000</u>					
TOTAL REVENUES AND PYFB	<u>850,000</u>					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
MATERIALS AND SUPPLIES	850,000	26,614	102,539	10,645	736,816	13.3%	71.6%
TOTAL	<u>850,000</u>	<u>26,614</u>	<u>102,539</u>	<u>10,645</u>	<u>736,816</u>	13.3%	55.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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Revenues :

	FY 2018 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	13,728,838	1,190,233	2,839,738	(10,889,100)	20.68%
Federal Government	39,692,414	1,480,476	8,344,569	(31,347,845)	21.02%
Other Sources	1,052,824	34,798	138,038	(914,786)	13.11%
Transfers from School Operating Fund	4,382,672	9,721	4,382,672		100.00%
Total Revenues	58,856,748	2,715,228	15,705,017	(43,151,731)	26.68%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
ADULT BASIC EDUCATION 16/17	13,443	13,443	13,443			100.0%
ADULT BASIC EDUCATION 17/18	321,376	14,939	232,811		88,565	72.4%
ALGEBRA READINESS 16/17	159,539	30,966	159,539			100.0%
ALGEBRA READINESS 17/18	994,174	116,783	215,659	849	777,666	21.8%
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,865	300	366		2,499	12.8%
ASSESSMENT FOR LEARNING PROJECT 15/16	38,731	2,363	2,363		36,368	6.1%
CAREER & TECHNICAL EDUCATION STATE EQUIP 17/18	82,361	13,025	82,361			100.0%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18	28,000				28,000	
CARL PERKINS 16/17	47,751	878	47,751			100.0%
CARL PERKINS 17/18	851,171	49,588	388,034	84,735	378,402	55.5%
CTE SPECIAL STATE EQUIP ALLOCATION 17/18	64,500		64,500			100.0%
DODEA SPECIAL EDUCATION 16/17	147,470	8,497	107,978		39,492	73.2%
DODEA-MCASP OPERATION GRIT 17/18	257,289	21,081	133,252		124,037	51.8%
DODEA SPECIAL EDUCATION 17/18	287,175	27,909	103,275	519	183,381	36.1%
DODEA-MCASP OPERATION GRIT 16/17	72,683	25,007	72,683			100.0%
DODEA-MCASP OPERATION PRIDE 15/16	60,223		60,223			100.0%
DODEA-SPECIAL EDUCATION 15/16	8,880		8,880			100.0%
DUAL ENROLLMENT-TCC 17/18	501,886				501,886	
EARLY READING INTERVENTION 16/17	339,478		339,478			100.0%
EARLY READING INTERVENTION 17/18	1,511,788	185,621	541,675		970,113	35.8%
GENERAL ADULT EDUCATION-GAE 17/18	30,993	5,415	30,993			100.0%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT 17/18	12,500			12,500		100.0%
HS PROGRAM INNOVATION PLANNING GRANT-GRHS 17/18	50,000	7,258	16,954		33,046	33.9%
HS PROGRAM PLANNING GRANT-GRHS 16/17	6,124		6,124			100.0%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 1 17/18	10,000		9,865		135	98.7%
INCLUSION LEADERSHIP SUPPORT GRANT-SALEM HS 10/11	457				457	
INDUSTRY CERTIFICATION EXAMS 17/18	72,688	15,318	28,379	44,309		100.0%
INDUSTRY CERTIFICATION EXAMS-STEM 17/18	27,296	8,864	8,864	18,432		100.0%
ISAEF 16/17	5,369		5,369			100.0%
ISAEF 17/18	66,349	3,597	20,376	7,697	38,276	42.3%
JAIL EDUCATION PROGRAM 17/18	155,114	17,885	115,919		39,195	74.7%
JUVENILE DETENTION 17/18	832,732	102,269	704,695	1,690	126,347	84.8%
LTG (RET) H G PETE TAYLOR PTRNSHIP OF EXCELLENCE AWARD 13/14	3,500		3,500			100.0%
MCKINNEY HOMELESS 16/17	67,507	8,613	30,417		37,090	45.1%
MCKINNEY HOMELESS 17/18	70,000				70,000	
MTSS-B EVALUATION 15/16	230,931		19,445		211,486	8.4%
MYCAA-LPN COURSES 17/18	10,000				10,000	
MYCAA-ALC COURSES 17/18	5,000				5,000	
NATIONAL BOARD TEACHERS STIPENDS 17/18	290,000		290,000			100.0%
NATIONAL MATH & SCIENCE INITIATIVE 17/18	516,758	734	1,443		515,315	0.3%
NETWORK IMPROVEMENT COMMUNITY (NIC) 17/18	15,000				15,000	
NEW TEACHER MENTOR 17/18	30,403				30,403	
ODU RESEARCH FOUNDATION CYBER SECURITY STUDENT INTERNSHIP 16/17	4,500		2,400		2,100	53.3%
OPPORTUNITY INC-ALC 17/18	113,440	6,816	31,200		82,240	27.5%
OPPORTUNITY INC-STEM (ISY) 17/18	150,000	7,197	51,149		98,851	34.1%
OPPORTUNITY INC-STEM (OSY) 17/18	150,000	6,396	15,608		134,392	10.4%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 17/18	25,000	6,373	6,373		18,627	25.5%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 16/17	12,473		12,473			100.0%
POST 9/11 GI BILL 17/18	5,000	1,954	2,714		2,286	54.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
PRESCHOOL INCENTIVE 16/17	54,311	5,703	54,311			100.0%
PRESCHOOL INCENTIVE 17/18	492,573	39,385	221,930		270,643	45.1%
PROJECT GRADUATION 16/17	29,018		7,674		21,344	26.4%
PROJECT GRADUATION 17/18	37,500				37,500	
PROJECT HOPE-CITY WIDE SCA 13/14	3,479				3,479	
RACE-TO-GED 17/18	66,160	7,230	39,885		26,275	60.3%
REGION II SUPERINTENDENTS ESCROW 17/18	9,465				9,465	
RESERVE FOR CONTINGENCY	3,651,112				3,651,112	
RISE PROGRAM-INSTRUCTIONAL SUPPORT 17/18	47,586	101	101		47,485	0.2%
RISK MANAGEMENT GRANT 17/18	2,000	2,000	2,000			100.0%
SCHOOL SECURITY EQUIPMENT 17/18	75,990	22,500	31,990	44,000		100.0%
STARTALK 16/17	63,335	887	56,142		7,193	88.6%
STARTALK 17/18	81,793				81,793	
TECHNOLOGY INITIATIVE 15/16	66,218	15,142	62,533		3,685	94.4%
TECHNOLOGY INITIATIVE 16/17	2,610,315	8,444	2,238,116	25,966	346,233	86.7%
TECHNOLOGY INITIATIVE 17/18	2,618,400				2,618,400	
TITLE I PART A 17/18	11,952,631	977,566	4,633,816	21,522	7,297,293	38.9%
TITLE I PART A 16/17	3,005,275	43,927	1,941,702	350,178	713,395	76.3%
TITLE I PART D SUBPART 1 16/17	10,048	148	9,196		852	91.5%
TITLE I PART D SUBPART 1 17/18	21,000	2,104	2,552		18,448	12.2%
TITLE I PART D SUBPART 2 15/16	36,673		36,673			100.0%
TITLE I PART D SUBPART 2 16/17	184,469	16,688	61,886	339	122,244	33.7%
TITLE I PART D SUBPART 2 17/18	184,824				184,824	
TITLE II PART A 15/16	32,138		32,138			100.0%
TITLE II PART A 16/17	197,639	4,730	155,591		42,048	78.7%
TITLE II PART A 17/18	1,644,937	179,263	948,561		696,376	57.7%
TITLE III PART A IMMIGRANT AND YOUTH 15/16	4,000		4,000			100.0%
TITLE III PART A LANG ACQUISITION 16/17	88,323	9,624	75,902		12,421	85.9%
TITLE III PART A LANG ACQUISITION 17/18	104,567				104,567	
TITLE IV PART A 17/18	298,029				298,029	
TITLE IV PART B 21ST CCLC LYNN ES 16/17	29,977	4,323	11,914		18,063	39.7%
TITLE IV PART B 21ST CCLC GRC 16/17	91,175	10,507	42,913		48,262	47.1%
TITLE IV PART B 21ST CCLC LYNN ES 17/18	95,660	20,095	29,229	312	66,119	30.9%
TITLE VI-B 16/17	1,136,439	9,055	1,127,068		9,371	99.2%
TITLE VI-B 17/18	14,460,172	1,330,652	7,151,091		7,309,081	49.5%
VA EARNING BACKPACK BAYSIDE 17/18	250,080		214,866		35,214	85.9%
VA EARNING BACKPACK GREEN RUN 17/18	210,720		177,662		33,058	84.3%
VA EARNING BACKPACK KEMPSVILLE 17/18	194,247		167,252		26,995	86.1%
VA EARNING BACKPACK BAYSIDE 15/16	6,050		6,050			100.0%
VA EARNING BACKPACK BAYSIDE 16/17	45,042	2,336	35,418		9,624	78.6%
VA EARNING BACKPACK GREEN RUN 16/17	33,813	78	15,667		18,146	46.3%
VA EARNING BACKPACK KEMPSVILLE 16/17	8,975	1,036	1,036		7,939	11.5%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18	4,673,375	465,606	2,728,945		1,944,430	58.4%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 16/17	444,839	6,421	160,530		284,309	36.1%
VIRTUAL VIRGINIA 15/16	11,537				11,537	
VIRTUAL VIRGINIA 16/17	9,072				9,072	
VPI+PRESCHOOL EXPANSION GRANT 17/18	705,000	48,166	338,171	38,599	328,230	53.4%
WORKPLACE READINESS SKILLS FOR THE COMMONWEALTH EXAM 17/18	16,850	8,029	8,029	8,821		100.0%
TOTAL SCHOOL GRANTS FUND	<u>58,856,748</u>	<u>3,950,835</u>	<u>26,821,071</u>	<u>660,468</u>	<u>31,375,209</u>	<u>46.7%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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ASSETS:		LIABILITIES:	
CASH	45,767,324	ACCOUNTS PAYABLE HSA	(500)
		WIRES PAYABLE	446,976
		UNEARNED REVENUE	2,617,055
		EST CLAIMS-JUDGMENTS PAYABLE	7,324,000
		TOTAL LIABILITIES	<u>10,387,531</u>
		FUND EQUITY:	
		RETAINED EARNINGS	25,770,199
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(88,763,072)
		REVENUES	98,372,666
		TOTAL FUND EQUITY	<u>35,379,793</u>
TOTAL ASSETS	<u>45,767,324</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>45,767,324</u>

REVENUES:	MONTH'S	YEAR-TO-DATE	
	REALIZED	REALIZED	
INTEREST ON BANK DEPOSITS	42,951	228,297	
EMPLOYEE PREMIUMS-CITY	1,126,834	9,403,187	
EMPLOYER PREMIUMS-CITY	3,784,763	31,692,963	
EMPLOYEE PREMIUMS-SCHOOLS	1,551,413	12,422,128	
EMPLOYER PREMIUMS-SCHOOLS	5,618,753	44,620,186	
COBRA ADMINISTRATIVE FEE-CITY	290	2,612	
COBRA ADMINISTRATIVE FEE-SCHOOLS	307	3,293	
TOTAL REVENUES	<u>12,125,311</u>	<u>98,372,666</u>	
EXPENSES:	MONTH'S	YEAR-TO-DATE	OUTSTANDING
	EXPENSES	EXPENSES	ENCUMBRANCES
SALARIES AND BENEFITS	41,213	317,136	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,148,887	36,950,151	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	5,404,307	51,495,785	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	<u>9,594,407</u>	<u>88,763,072</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 14

ASSETS:		LIABILITIES:	
CASH	1,620	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	8,254
		ESTIMATED REVENUE	(192,550)
		APPROPRIATIONS	229,702
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(135,481)
		REVENUES	91,695
		TOTAL FUND EQUITY	1,620
TOTAL ASSETS	<u>1,620</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,620</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS		104	70	70		34.6%
VENDING OPERATIONS RECEIPTS	192,550		91,625	(100,925)	47.6%	53.1%
TOTAL REVENUES	192,550	104	91,695	(100,855)	47.6%	53.1%
PRIOR YEAR FUND BALANCE (PYFB)	37,152					
TOTAL REVENUES AND PYFB	<u>229,702</u>					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
SCHOOL ALLOCATIONS	216,248		135,130		81,118	62.5%	100.0%
MATERIALS AND SUPPLIES	13,094	222	351		12,743	2.7%	26.3%
PURCHASED SERVICES	360				360		
TOTAL	<u>229,702</u>	<u>222</u>	<u>135,481</u>		<u>94,221</u>	59.0%	99.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

B 15

ASSETS:		LIABILITIES:	
CASH	392,774	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	217,244
		ESTIMATED REVENUE	
		APPROPRIATIONS	79,579
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	95,951
		TOTAL FUND EQUITY	392,774
TOTAL ASSETS	<u>392,774</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>392,774</u>

REVENUES:	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		14,078	95,951	95,951	%
TOTAL REVENUES		14,078	95,951	95,951	
PRIOR YEAR FUND BALANCE (PYFB)	79,579				
TOTAL REVENUES AND PYFB	<u>79,579</u>				

EXPENDITURES:	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
MATERIALS AND SUPPLIES	79,579				79,579	%
TOTAL	<u>79,579</u>				<u>79,579</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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ASSETS:		LIABILITIES:	
CASH	1,265,830	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	1,088,036
		ESTIMATED REVENUE	
		APPROPRIATIONS	170,193
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	7,601
		TOTAL FUND EQUITY	1,265,830
TOTAL ASSETS	<u>1,265,830</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,265,830</u>

REVENUES:	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		1,244	7,601	7,601	%
TOTAL REVENUES		1,244	7,601	7,601	
PRIOR YEAR FUND BALANCE (PYFB)	170,193				
TOTAL REVENUES AND PYFB	<u>170,193</u>				

EXPENDITURES:	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
CAPITAL OUTLAY	170,193				170,193	%
TOTAL	<u>170,193</u>				<u>170,193</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1001 RENOV/REPLACEMT-ENERGY MGMT	10,699,570			10,699,570			100.00%
1003 RENOV/REPLACEMT-ENERGY MGMT II	3,875,000	1,822	798,972	3,274,092	275,236	325,672	91.60%
1004 TENNIS COURT RENOVATIONS II	800,000	449	260,163	581,096	15,249	203,655	74.54%
1006 VARIOUS SCHOOL SITE ACQUISITION	8,552,558			8,552,558			100.00%
1008 INSTRUCTIONAL TECHNOLOGY PHASE II	642,448		11,610	473,985	168,463		100.00%
1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT	46,039,062			45,789,062		250,000	99.46%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000	8,504	38,960	57,660	15,123	877,217	7.66%
1035 JOHN B DEY ES MODERNIZATION	25,989,241	911,103	6,149,476	8,624,379	15,364,456	2,000,406	92.30%
1043 THOROUGHGOOD ES REPLACEMENT	22,888,759	87,455	923,913	1,354,982	835,503	20,698,274	9.57%
1056 PRINCESS ANNE MS REPLACEMENT	35,141,000	843,240	3,011,809	4,017,623	2,300,410	28,822,967	17.98%
1062 ADA SCHOOL MODIFICATIONS	7,034,809			7,034,809			100.00%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,573		17,819	21,817,061	4,512		100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000	21,548	86,703	86,703	211,901	1,396	99.53%
1099 RENOV& REPLACE-GROUNDS PHASE II	11,675,000	104,936	1,242,377	10,637,123	42,594	995,283	91.48%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000	109,640	251,393	251,393	710,819	1,137,788	45.82%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	24,666	6,280,786	42,191,265	1,675,944	1,500,515	96.69%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	5,860	1,253,699	28,986,070	702,806	5,336,763	84.76%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,273	25,321	924,666	13,673,456	184,918	1,174,899	92.18%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	10,000,000		4,975,039	9,010,637	679,976	309,387	96.91%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001	9,000	177,171	11,222,446	30,000	934,555	92.33%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	24,367	343,042	62,801,715	153,856	659,429	98.96%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		125,247	253,288	253,288		(253,288)	
TOTAL CAPITAL PROJECTS	388,933,657	2,303,158	27,000,886	300,258,546	23,371,766	65,303,345	83.21%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2017 THROUGH FEBRUARY 28, 2018

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ASSETS:		LIABILITIES:	
CASH	1,934,003	SALARIES PAYABLE-OPTIONS	153,424
PREPAID ITEM	2,100	FICA PAYABLE-OPTIONS	11,736
		ACH PAYABLES	237
		TOTAL LIABILITIES	165,397
		FUND EQUITY:	
		FUND BALANCE	5,146
		ESTIMATED REVENUE	(3,763,447)
		APPROPRIATIONS	3,763,447
		ENCUMBRANCES	7,808
		RESERVE FOR ENCUMBRANCES	(7,808)
		EXPENDITURES	(1,997,887)
		REVENUES	3,763,447
		TOTAL FUND EQUITY	1,770,706
TOTAL ASSETS	1,936,103	TOTAL LIABILITIES AND FUND EQUITY	1,936,103

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY17 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	3,763,447		3,763,447		100.0%	110.8%
TOTAL REVENUES	3,763,447		3,763,447		100.0%	110.8%

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,246,851	191,639	1,226,311		1,020,540	54.6%	60.5%
FRINGE BENEFITS	804,226	71,699	434,462		369,764	54.0%	59.9%
PURCHASED SERVICES	351,820	183	134,967	749	216,104	38.6%	39.7%
OTHER CHARGES	89,200	1,833	41,457		47,743	46.5%	50.8%
MATERIALS AND SUPPLIES	271,350	5,382	160,690	7,059	103,601	61.8%	73.7%
TOTAL	3,763,447	270,736	1,997,887	7,808	1,757,752	53.3%	58.8%