



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## School Board Services

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

**Joel A. McDonald, Vice Chair**  
District 3 – Rose Hall

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

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

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

**Tuesday, May 22, 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 §6, "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. One Lunch Program
  - C. Operation Update for Transportation
2. **Closed Meeting: Personnel Matters and Legal Matters**
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. State Wrestling Champions
  - B. SkillsUSA First Place Winners
  - C. Future Business Leaders of America First Place Winners
  - D. Class of Brickell Scholars
  - E. Brickell Scholarship Recipient
7. **Superintendent's Report**
8. **Hearing of Citizens and Delegations on Agenda Items**

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



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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

**Tuesday, May 22, 2018**

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

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### **9. Approval of Minutes:** May 8, 2018 Regular Meeting

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

### **11. Consent Agenda**

- A. Course Proposals
  - 1. Middle Years Program (MYP) Exploring World Languages Course
  - 2. Technical and Career Education (TCE) Cyber and Information Technology Fundamentals Course
- B. Virginia School Boards Association (VSBA) Legislative Proposals
- C. Recommendation of General Contractor: Ocean Lakes High and Corporate Landing Middle Schools Painting
- D. Religious Exemption(s)
- E. Policy Review Committee Recommendations
  - 1. Policy 3-89 General Contract and Execution Policy
  - 2. Policy 5-1 Extent of School Authority
  - 3. Policy 5-6 Student/Parent/Guardian Appeals
    - a. Regulation 5-6.1 Appeals and Appeals Procedures – Disciplinary Actions
    - b. Regulation 5-6.2 Appeals and Appeals Procedures – Non-Disciplinary Actions
  - 4. Policy 5-58 Student and Staff Wellness

### **12. Action**

- A. Personnel Report / Administrative Appointments **Updated 5/22/2018**
- B. General Fees Schedule FY2018/19
- C. Policy 3-22 Tuition Fees
- D. An Achievable Dream Academy Future: Ad Hoc Committee **Updated 5/22/2018**

### **13. Information**

- A. Notification of Intent to Apply for Federal Grants for SY2018/19
- B. Interim Financial Statements – April 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 and shall be allocated 4 minutes each. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

### **17. Recess into Workshop (if needed)**

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



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

## **CHARTING THE COURSE**

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

**Tuesday, May 22, 2018**

School Administration Building #6, Municipal Center

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P.O. Box 6038

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**19.   Vote on Remaining Action Items**

**20.   Adjournment**

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***The next regular meeting of the School Board of the City of Virginia Beach is scheduled for  
Monday, June 11, 2018***

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**Subject:** One Lunch Program **Item Number:** 1B

**Section:** Workshop Agenda **Date:** May 22, 2018

**Senior Staff:** Rashard Wright, Chief Schools Officer

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

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

**Recommendation:**

That the School Board receives overview information on the One Lunch program being field tested in high schools during 2017-2018.

**Background Summary:**

Over the course of the 2017-2018 school year, a number of high schools have experimented with and field tested daily schedules that conceptually provide for better use of time during the instructional day. More specifically, there has been beta testing of an idea called 'One Lunch' which we learned about from a high school outside of Richmond, VA. The concept allows for an extended lunch period for all students during which they can take advantage of numerous resources within the building. For instance, students can opt to receive additional academic help, attend a club meeting, meet with their school counselor, complete a make-up assessment, visit the Library Media Center, or, simply work on homework. In the fall, each high school took a team of staff members to visit the Richmond area school in an effort to better understand the logistics. Numerous high schools conducted a joint test of this schedule for a two-week period in late April and early May. Further, many schools have tested the concept during the course of the school year. There has been generally positive feedback to the idea of getting away from the lock-step 30 minute lunch periods during 3<sup>rd</sup> block and moving to a scheduling format that better meets the needs of all students.

**Source:**

**Budget Impact:**

None



**Subject:** Operation Update for Transportation **Item Number:** 1C

**Section:** Workshop **Date:** May 22, 2018

**Senior Staff:** Dale Holt, Chief Operations Officer, Department of School Division Services

**Prepared by:** David L. Pace, Director, Office of Transportation Services

**Presenter(s):** David L. Pace, Director, Office of Transportation Services

**Recommendation:**

**Background Summary:** The Office of Transportation Services utilizes a number of technologies to make routes more efficient, to provide services to parents and students and to promote safety.

**Source:**

**Budget Impact:**



Subject: Closed Session Item Number: 2 &/or 18

Section: Closed Meeting Date: May 22, 2018

Senior Staff: N/A

Prepared by: Ms. Kamala Hallgren Lannetti, Deputy City Attorney

Presenter(s): Joel A. McDonald, School Board Vice Chair

**Recommendation:**

**MOTION:** That the School Board adopt a motion to recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss
  1. a determination regarding Employee Grievance Case No. 519-05-04-18; and
  2. applicants for Citizen Advisory Committee positions.
- B. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss procedure for employee grievance case.

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**RECONVENE IN OPEN SESSION:**

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**CERTIFICATION:**

**WHEREAS**, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS**, Section 2.2-3712 (D) of the *Code of Virginia* requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

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**ACTION AS NEEDED:**

**Background Summary:**

Appropriate requests have been made for a closed meeting.

**Source:**

Bylaw 1-37 and *Code of Virginia*, Section 2.2-3711

**Budget Impact:**

N/A



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

**Section:** Student, Employee and Public Awards and Recognition **Date:** May 22, 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 six Virginia Beach City Public Schools (VBCPS) students who won Virginia High School League (VHSL) state wrestling titles in their respective weight classifications and divisions.

**Background Summary:**

The VHSL state wrestling championships were held Feb. 17. Six VBCPS students won state championship titles in their respective weight classifications. Those students are listed below:

**VHSL Class 5:**

- Anthony New, Salem High School
- Joshua Crandall, Princess Anne High School

**VHSL Class 6:**

- Riley Parker, First Colonial High School
- Bryce Sanderlin, Landstown High School
- Steven Rossero, Tallwood High School
- Pedro Daher, Tallwood High School

**Source:**

VHSL

**Budget Impact:**

None



**Subject:** SkillsUSA First Place Winners **Item Number:** 6B

**Section:** Student, Employee and Public Awards and Recognition **Date:** May 22, 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 two Virginia Beach City Public School students who won a first place team award at the SkillsUSA state leadership conference.

**Background Summary:**

SkillsUSA was founded in 1965 as the Vocational Industrial Clubs of America with a goal of establishing a nationwide organization to serve students interested in pursuing trade and industrial education. Today, the organization reaches more than 19,000 chapters in 52 states and U.S. territories. The organization supports students through employment and leadership training, community service activities, advocacy for career and technical education, and state leadership conferences. At this year's state leadership conference, two Virginia Beach City Public Schools students took first place in the 3D Visualization and Animation event.

**Source:**

Advanced Technology Center

**Budget Impact:**

None





**Subject:** Future Business Leaders of America First Place Winners **Item Number:** 6C

**Section:** Student, Employee and Public Awards and Recognition **Date:** May 22, 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 four Virginia Beach City Public Schools Advanced Technology (ATC) students who won first place at the Future Business Leaders of America Statewide Leadership conference.

**Background Summary:**

Future Business Leaders of America is a non-profit education association with 209,000 student members preparing for careers in business fields. A statewide conference is held each spring where many competitive events are held ranging from computer applications to financial systems to entrepreneurship. ATC students earned an individual first place in the Electronic Career Portfolio event and also won a team award for Web Design and Development.

**Source:**

Advanced Technology Center

**Budget Impact:**

None



**Subject:** Class of Brickell Scholars

**Item Number:** 6D

**Section:** Student, Employee and Public Awards and Recognition

**Date:** May 22, 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 23 Virginia Beach high school students from the Class of 2019 selected as Brickell Scholars.

**Background Summary:**

The E.E. Brickell Scholarship Program is sponsored by the Virginia Rotary Club. Its purpose is to honor students whose academic performance is exceptional. Selected at the end of their junior year in high school, Brickell Scholars participate in a seminar program and meet with Virginia Beach Rotary Club members on a regular basis throughout their senior year. At the conclusion of their senior year, one member of this impressive group of students is awarded the annual Brickell Scholarship by the Rotary Club. Twenty-three students are being honored this year.

**Source:**

Office of Gifted Programs

**Budget Impact:**

None



**Subject:** Brickell Scholarship Recipient **Item Number:** 6E

**Section:** Student, Employee and Public Awards and Recognition **Date:** May 22, 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 Green Run High School senior Curtis Brown, Jr. who is the recipient of the 2018 Brickell Scholarship, an award presented annually by the Virginia Beach Rotary Club.

**Background Summary:**

Brown was selected as the Brickell Scholarship recipient from a class of 23 candidates. He is a member of Green Run's NJROTC unit, which won the national championship in 2017 and 2018. Brown has also received numerous academic awards and several leadership distinctions. In addition, he is an active volunteer in his community.

**Source:**

Office of Gifted Programs

**Budget Impact:**

None



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

**Section:** Approval of Minutes **Date:** May 22, 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 May 8, 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

**Joel A. McDonald, Vice Chair**  
District 3 – Rose Hall

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

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

### ***School Board Regular Meeting MINUTES***

**Tuesday, May 8, 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 4:03 p.m. In addition to Superintendent Spence, all School Board members were present. Ms. McLeod arrived late at 4:49 p.m.
  - A. **School Board Administrative Matters and Reports:** Administrative matters included the circulation of the grid for School Board member attendance at 2018 graduation commencement exercises; notice of a closed session to be held at the conclusion of the afternoon workshop for real property matters, and another at the conclusion of the formal meeting; and request for School Board members to mark their calendars if they plan to attend the July Virginia School Boards Association (VSBA) conference in Richmond.
    1. **Virginia School Boards Association (VSBA) Legislative Proposals:** As Chair of the School Board's Legislative Committee, Vice Chair McDonald introduced two Committee recommendations for submission to the Legislative Positions Committee of the Virginia School Boards Association (VSBA) to be considered in the development of their legislative belief system. He explained suggested amendments to a current VSBA position related to the education of children with disabilities that opposes any shift of a greater portion of special education funding onto the local school division; and supports streamlining processes and procedures that currently take a significant amount of time leading to unnecessary litigation, significant expenses incurred by both the parents and the school division, and results that are not always in the best interest of the child. The second recommendation suggests a new position in support of establishing a tax credit for businesses that host high school junior or seniors from a high school, technical center or specialty school as interns or apprentices in a qualified field that aids



students in completing Career and Technical Education (CTE) course requirements or in preparation for career certifications.

School Board members then reported on events they attended to include an endorsement of the Schoology orientation and recommendation for others to attend, Symphoncity performance which included students from several high schools and a welcome for the new musical director and conductor; and notice of the division's partnership with the Special Olympics to create a Middle School Unified Basketball League with a report on the league's first game.

This workshop concluded at 4:26 p.m.

- B. Professional Learning Program Redesign: Donald E. Robertson, Jr., Ph.D., Chief Strategy and Innovation Officer in the Department of Planning, Innovation, and Accountability, introduced Janene K. Gorham, Ed.D., Director of Teacher Learning and Leadership; and Stephanie A. Enzmann, Human Resources Specialist, who presented an overview of the Professional Learning Program (PLP) redesign that supports teachers through relevant and sustained learning opportunities that are high quality, differentiated and flexible; and honor educators as professionals who value continuous learning to empower them to be agents of their own learning and able to determine individual pathways for growth. Highlights of changes included the elimination of the 22-point annual Professional Learning Program (PLP) requirement, learning through essential activities and teacher-selected activities, and utilizing formative and summative processes in providing data and information from various sources for the teacher to reflect on and ultimately adjust classroom practices. Information was also provided on the alignment to evaluations, communication of the changes, and ongoing support. This workshop concluded at 4:45 p.m.

- C. Virtual Learning to Bank Time: Amy E. Cashwell, Ed.D., Chief Academic Officer; along with Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning, and James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the proposed plan to bank instructional time to be used during inclement weather noting over the past five years, 26 days were missed due to inclement weather. The virtual learning experience for students was explained as learning that happens at home instead of the classroom designed to replicate learning experiences that would happen if students were in school on an assigned school day. It was reported that although not intended to necessarily be tech-dependent, the 1:1 initiative in grades 1-12 and the implementation of Schoology across the division will only enhance these flexible opportunities for students. October 8 and November 6 were identified days when staff is at work but students are scheduled to be off as the two full instructional days to be banked in the 2018-19 school year where students will be assigned virtual learning experiences in advance that can be completed on the day off or over a designated 10 day window of time. Examples of what



virtual learning may look like was presented at the elementary and secondary levels. During School Board discussion, a request to add an additional five minutes to each day to provide for two more banked days was suggested. There was also mention of possible adjustments needed in the semester grading windows. Superintendent Spence advised School Board action would not be needed to designate the proposed days to be virtual learning time to be banked. The suggestion to add five minutes to each day was restated with a request for the proposal be explored and brought before the School Board for consideration. Discussion concluded at 5:12 p.m.

The workshop concluded at 5:12 p.m.

2. ***Closed Meeting #1 of 2:*** 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 3 of the *Code of Virginia*, 1950, as amended, for Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711(A) (3); namely to discuss acquisition of property in the Beach District.

The motion passed unanimously and the School Board entered into a closed meeting at 5:15 p.m.

Individuals Present for Discussion: School Board members; Superintendent Spence; Marc A. Bergin, Chief of Staff; Anthony L. Arnold, P.E., Executive Director of Facilities Services; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Debra M. Bryan, Associate City Attorney; Michelle B. Chapleau, Virginia Beach City Business Development Coordinator; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 5:57 p.m.

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

3. ***School Board Recess:*** The School Board recessed at 5:57 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 6:00 p.m. In addition to Superintendent Spence, all School Board members were present.
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: The School Board recognized Virginia Beach 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 out of 831 entries from children in 39 states, the District of Columbia, and Puerto Rico. Alaura won in the ninth-grade level. Additionally, Anna was selected as the Grand Prize Winner chosen from the first place winners from each grade level.
  - B. Green Run NJROTC: Green Run's Navy Junior Reserve Officers Training Corps (NJROTC) program, comprised of students from Green Run High School and Green Run Collegiate, was recognized by the School Board for being designated first place winners at the 2018 NJROTC Nationals Academic, Athletic and Drill Championship. The unit earned 10 team trophies and three individual honors for top-10 finishes in events.
7. ***Superintendent's Report:*** Five things shared in the Superintendent's report included acknowledging teachers and staff in recognition of Teacher Appreciation Week and announcing Old Donation School's third grade teacher, Melissa Follin, being selected as the division's 2019 Citywide Teacher of the Year. Also recognized were school nurses in honor of National School Nurse Day on May 9 with notice the citywide nurse of the year will be named within the week. The Office of Custodial Services was congratulated for the division being named one of only 3 school divisions and 3 universities across the country to earn a 2018 Green Cleaning Award. He announced the division was named one of the Best Communities for Music Education by the National Association of Music Merchants Foundation for the seventh consecutive year; and extended an invitation to attend one of the May 15 Community Meetings at Kellam High School on School Safety being hosted by the division's Blue Ribbon Panel on School Safety and Security.
8. ***Hearing of Citizens and Delegations on Agenda Items:*** The School Board heard comments from Ginger Robinson, Thalia Elementary School Library Media Specialist, requesting the current non-resident tuition rate for employees proposed on the General Fees be maintained at \$4,400 for secondary students.
9. ***Approval of Minutes:***

April 24, 2018 Regular School Board Meeting: Ms. Riggs made a motion, seconded by Ms. Holtz, that the School Board approve the minutes of their April 24, 2018 regular meeting as presented. The motion passed (ayes 10, nays 0; 1 abstention – McLeod who was absent from the April 24 meeting).
10. ***Adoption of the Agenda:*** Ms. Manning made a motion, seconded by Ms. Rye, that the School Board adopt the agenda as published. The motion passed unanimously.
11. ***Consent Agenda:*** After the School Board Chair's review of items presented as part of the Consent Agenda, Ms. Holtz made a motion, seconded by Ms. Melnyk, that the School Board approve the





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

MINUTES  
Tuesday, May 8, 2018  
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Consent Agenda as presented. The motion passed unanimously, and the following items were approved as part of the Consent Agenda:

A. Resolution: Asian American and Pacific Island Heritage Month as follows:

**Asian American and Pacific Islander Heritage Month  
May, 2018**

**WHEREAS**, one of our nation's greatest strengths is its vast diversity which enables Americans to see the world from many viewpoints; and

**WHEREAS**, Asian Americans and Pacific Islanders are an integral part of our country's great mosaic of races, ethnicities, and religious groups; and

**WHEREAS**, it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by Asian Americans and Pacific Islanders; and

**WHEREAS**, through the study of these contributions, students will encounter role models whose commitments and achievements embody the American spirit and ideals; and

**WHEREAS**, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of multicultural diversity education within our school division

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of May as Asian American and Pacific Islander Heritage Month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Asian American and Pacific Islander Heritage Month; and be it

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

- B. The School Board authorized the Superintendent to execute contracts for the following projects with:
1. Tidewater Boards & Signs, Inc. in the amount of \$454,000 for King's Grant Elementary School resilient floor finish replacement;
  2. Comfort Systems of Virginia, Inc. in the amount of \$988,700 for Strawbridge Elementary School gym HVAC replacement and Red Mill Elementary School boiler and closed circuit coolers replacement; and
  3. Precision Sports Surfaces, Inc. in the amount of \$264,406 for Landstown High School running track renovations
- C. Religious Exemption Case Number RE-17-24

**12. Action**

- A. Personnel Report: Ms. McLeod made a motion, seconded by Ms. Melnyk, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated May 8, 2018. The motion



passed unanimously. There were no administrative appointments recommended by the Superintendent.

- B. Adjustment to School Calendars SY2018/19 and SY2019/20: Ms. Riggs made a motion, seconded by Ms. Weems, that the School Board approve adjustments to the 2018/19 and 2019/20 school calendars to include a flex day for instructional staff at the beginning of each school year. Lauren W. Nolasco, Director of Communications, provided a brief overview of the proposed adjustment to bring calendars in compliance with teacher contracts that require staff be assigned 193 days. Additionally, she noted calendars will be updated with the virtual learning time presented in the afternoon workshop that uses days students are not scheduled to be in school to bank time for inclement weather. The motion to approve including a flex day for instructional staff at the beginning of the 2018/19 and 2019/20 school years was unanimously approved.
- C. Budget Transfers: Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve budget transfers within the FY2017/18 operating budget totaling \$3.7 million as presented. Farrell E. Hanzaker, Chief Financial Officer, explained the transfers were related to year-end projections to shore up balances in the FY2017/18 budget which was appropriated in a lump sum and therefore did not require City Council approval. However, he went on to note the transfers exceed the \$250,000 threshold of the Superintendent requiring School Board approval, and provided an overview of the stated purpose for the request to cover costs associated with under-budgeted healthcare costs for the instructional category, increased costs associated with adjustments for bus driver compensation, costs associated with the AiPhone Video Intercom System (buzz-in system), replacement costs for video cameras for special needs buses, costs of access layer switches, and costs to transport homeless and displaced students under the McKinney-Vento Homeless Assistance Act. The motion passed unanimously, and the transfer dated May 8, 2018 in the amount of \$3,705,980 between various accounts for the above stated purposes was approved.

### 13. Information

A. Course Proposals:

1. Middle Years Program (MYP) Exploring World Languages Course: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the proposed courses Exploring Spanish 6, 7, 8; and Exploring French 6, 7, 8 and corresponding course objectives recommended for implementation in the 2018-19 school year for Exploring 6 and 7, and in the 2019-20 school year for Exploring 8. He reported course benefits, goals, and logistics to be offered to non-academy MYP students at Plaza Middle School as part of their whole school implementation, and will be semester-long in order to fulfill the IB requirement that all MYP students take a minimum of 50 hours in language acquisition coursework.



2. Technical and Career Education (TCE) Cyber and Information Technology Fundamentals Course: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the proposed course, IT and Cyber Fundamentals, and corresponding objectives for implementation in the 2018-19 school year. He explained the proposed entry level IT and Cyber Fundamentals course at the Advanced Technology Center (ATC) focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational and national information.
- B. General Fees Schedule FY2018/19: Farrell E. Hanzaker, Chief Financial Officer, presented the proposed FY2018/19 General Fees Schedule including rates for student fees for optional/ancillary services or activities, student meal prices, and tuition rates for nonresident students. Following the overview and related to speaker comments, a School Board member asked the School Board to consider maintaining the tuition rate for non-resident division employees as an additional benefit to working in the system.
- C. Virginia School Boards Association (VSBA) Legislative Proposals: As chair of the School Board's Legislative Committee, Vice Chair McDonald presented a review of two proposals introduced in the afternoon workshop recommended for submission to the VSBA Legislative Positions Review process relative to special education processes and procedures, and increased student access for internships/apprenticeships.
- D. 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:
  1. Policy 3-22 Tuition Fees: Revised to guide the process in determining tuition fees for non-resident, employees' students to be based on the current year's tuition rate plus annualized inflation (rounded to the nearest ten dollars) based on the most recent Consumer Price Index (CPI) or as otherwise approved by the School Board.
  2. Policy 3-89 General Contract and Execution Policy: Amended to add Office of Risk Management assessments under the Contract Execution section.
  3. Policy 5-1 Extent of School Authority: Minor scrivener's changes and updated legal reference.
  4. Policy 5-6 Student/Parent/Guardian Appeals: Updated to add adult student designation.
    - a. Regulation 5-6.1 Appeals and Appeals Procedures – Disciplinary Actions: Revised to allow a designee to act on the principal's behalf if the principal is out of the building.



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- b. Regulation 5-6.2 Appeals and Appeals Procedures – Non-Disciplinary Actions: Minor amendment synchronized with proposed changes to the policy and related regulation.

- 5. Policy 5-58 Student and Staff Wellness: Updated in accordance with new state mandated language.

- 14. ***Standing Committee Reports:*** As Chair of the Policy Review Committee (PRC), Ms. Rye presented a comprehensive report on the work and focus areas of the committee since its inception in 2016.
- 15. ***Conclusion of Formal Meeting:*** The formal meeting concluded at 7:00 p.m.
- 16. ***Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments from Robert Lincoln regarding the cost of athletic programs as compared to the sport of Poleball. The hearing concluded at 7:06 p.m.
- 17. ***Recess into Workshop:*** None
- 18. ***Closed Meeting #2 of 2:*** 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 1 of the *Code of Virginia*, 1950, as amended, for Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711, (A) (1); namely to discuss applicants for Citizen Advisory Committee positions.

The motion passed unanimously, and the School Board recessed at 7:07 p.m. to move to Room 113 and reconvened in a second closed meeting at 7:17 p.m.

Individuals Present for Discussion: School Board members; Superintendent Spence; Marc A Bergin, Chief of Staff; John F. Sutton, III, Coordinator of Policy and Constituent Services; 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 7:48 p.m.

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

- 19. ***Vote on Remaining Action Items:*** None



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20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:49 p.m.

Respectfully submitted:

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

Approved:

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



**Subject:** MYP Exploring World Languages Course **Item Number:** 11A1

**Section:** Consent **Date:** May 22, 2018

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

**Prepared by:** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Catherine B. Susewind, Coordinator Middle Years Program

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

**Recommendation:**

That the School Board approve the proposed courses Exploring Spanish 6, 7, 8 and Exploring French 6, 7, 8 and corresponding course objectives for implementation in the 2018-2019 school year for Exploring 6 & 7 and in the 2019-20 school year for Exploring 8.

**Background Summary:**

The Exploring Spanish 6, 7 and 8 courses and the Exploring French 6, 7 and 8 courses will be offered to non-academy MYP students at Plaza Middle as part of their whole school implementation. The courses will be semester long in order to fulfill the IB requirement that all MYP students take a minimum of 50 hours in language acquisition coursework. Students will develop a respect for, and understanding of, diverse linguistic and cultural heritages as well as an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities. By the end of the course, students will have an understanding of the process for learning a new language while developing the ability to speak, write, listen and read in a non-native language. *Compass to 2020*: Goal 1 High Academic Expectations and Goal 2 Multiple Pathways.

**Source:**

Regulations concerning Addition and Deletion of Curriculum Courses (6-24.1)

**Budget Impact:**

No additional funds are being requested.

## **Course Proposal:** ***MYP Exploring Language***

Implementation for September 2018-2019 School Year

### **Background**

There will be 3 semester courses for both Spanish and French. These courses will increase in depth and complexity at each level with a goal of having students fully prepared to take a high school credit course upon completion. Currently exploratory world languages are offered as 9-weeks courses. Due to the requirement of IB, language must be offered to every student for a minimum of 50 hours a year which the exploratory classes do not satisfy. Each course will focus on teaching students how to learn a language through cultural exploration and personalized vocabulary development. The emphasis will be on developing literacy and communication skills to include reading, writing, speaking, and listening.

### **Course Description**

MYP Exploring Languages will be semester long courses that focus on the following themes in each grade level:

Grade 6 courses:

- Families and Communities
  - This is me
  - Describe self and others
  - Relationships
- Personal and Public Identities
  - National, regional, linguistic cultures and communities
  - Global influences

Grade 7 Courses:

- Contemporary Life
  - Home Life
  - Responsibilities
  - School
- Science and Technology
  - Personal Possessions
  - Appliances
  - Impact of Technology

Grade 8 Courses:

- Beauty and Aesthetics
  - Clothing
  - Media
  - Food
  - Architecture
- Global Challenges
  - Holidays
  - Cultural preservation



## **Prerequisites**

There are no prerequisites for entry into these courses.

## **Content Goals**

- Communication
- Comparison
- Culture
- Connections
- Community

*MYP Exploring World Languages will prepare students to be successful in a high school credit class, as early as Grade 7 when appropriate.*

## **Goals/Objectives**

*MYP Exploring World Languages will focus on the following VBCPS Objectives/Enablers:*

*Students will:*

- 1.1** provide and obtain information, express feelings and emotions, and exchange opinions both orally and in writing.
- 1.2** understand and interpret written and spoken language on a variety of topics.
- 1.3** present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.
- 2.1** demonstrate an understanding of the relationship among products, practices and perspectives of the culture studied.
- 2.2** demonstrate acceptance and appreciation of diverse cultures.
- 3.1** reinforce and expand their knowledge of other disciplines through the study of the target language.
- 3.2** acquire information and recognize the distinctive viewpoints that are only available through the study of a modern language and its cultures.
- 4.1** demonstrate understanding of the nature of language through comparisons of the target language and their own language.
- 4.2** demonstrate understanding of the concept of culture through comparisons of the cultures of the target language and their own culture.
- 5.1** use the target language for meaningful purposes both within and beyond the classroom.



## **Parameters of Implementation**

### **1. Program Operation**

- The course will be offered as a semester-long elective world language course at Plaza Middle School.
- Implementation will begin for Grades 6 and 7 in September 2018 and for Grade 8 in September 2019.
- Students will be evaluated on the objectives of the course, completion of the curriculum, and formal assessment. Students will complete IB MYP Criterion Assessments for this course.

### **2. Staffing**

- Staff to teach this course must be certified to teach World Languages.
- Staffing will be allocated based on the middle school staffing guidelines.

### **3. Estimated Budget**

- Curriculum development, training and materials will be covered through the existing Plaza MYP Academy budget and Plaza Middle School professional development funds.



Subject: TCE Cyber and Information Technology Fundamentals Course Item Number: 11A2

Section: Consent Date: May 22, 2018

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education  
Michael D. Taylor, Director, Advanced Technology Center

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

### Recommendation:

That the School Board approve the proposed course, *IT & Cyber Fundamentals*, and corresponding course objectives for implementation in the 2018-2019 school year.

### Background Summary:

Cybersecurity and Information Technology (IT) affects every individual, organization and nation. The proposed entry level *IT & Cyber Fundamentals* course at the Advanced Technology Center (ATC) focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational and national information. The proposed curriculum expands opportunities for students interested in information technology and cybersecurity related fields by adding up to an additional 40 seats for a one-year program at the ATC. Students will be introduced to the principles of information technology, computer science and cybersecurity, explore emerging technologies, examine threats and protective measures and investigate the diverse high-skill, high-wage and high-demand career opportunities in the fields of Information Technology and Computer Science. The proposed course is targeted at:

- Students who are not initially accepted into the existing two-year IT & Computer Science programs as a first choice. (*Students may elect to continue into those programs after one year.*)
- Students who have parallel career interests and want to explore cybersecurity and information technology without a two-year commitment.
- Seniors who do not have time to complete a two-year program.

### Source:

National Initiative for Cybersecurity Education, National Cybersecurity Workforce Framework, ver. 2.0,  
<https://www.nist.gov/file/359261> (2013)

### Budget Impact:

No additional funds are being requested.

**Course Proposal:**  
**IT & Cyber Fundamentals Course**  
**Advanced Technology Center**

**Course Description:**

*IT & Cyber Fundamentals* is a double-blocked daily year-long, optional course proposed to be offered at the Advanced Technology Center (ATC) for students interested in Information Technology & Computer Science. The course is designed to enhance the students' knowledge in various areas of cybersecurity and information technology while reinforcing the interdependency of concepts required for in-depth study in these fields.

The course is designed to expose students to authentic security activities using technological applications, project-based learning and experiential design. This course will serve as an overview of basic information technology and cybersecurity concepts needed in any field. Younger students will have the option to continue their study of information technology, computer science and cybersecurity in future course sequences at the ATC.

**Pre-requisites:**

None

**Budget Impact:**

The budget impact for the implementation of the new *IT & Cyber Fundamentals* course will be minimal. The course will be taught with the staff already allocated to the ATC for the 2018-19 school year. New expenses related to the startup will include curriculum development, training and equipment. Funding for the course is guaranteed through two funding streams: the existing ATC budget and the Carl D. Perkins grant.

**Aims:**

IT & Cyber Fundamentals will:

- Provide a multi-disciplinary overview of information technology, computer science and cybersecurity concepts.
- Explore various IT infrastructure components: hardware, software, networks and cloud computing.
- Explore software development methods for web-based and stand-alone applications
- Develop and apply foundational programming skills to solve problems.
- Investigate vulnerabilities and methods of addressing them using industry best practices.
- Introduce basic and fundamental risk management principles.
- Evaluation and application of safe computing practices and methods for safeguarding information.

**Goals:**

Students will:

- Ask inquiring questions and define authentic problems.
- Develop an understanding of the multidisciplinary fields of information technology computer science.
- Develop and use models to communicate solutions.
- Apply project management skills to solving problems in business and technology.
- Plan and implement investigative research.
- Analyze, interpret and present data using various platforms.
- Use mathematics and computational thinking.
- Design and construct prototype solutions.
- Prepare and defend solutions developed in project-based learning activities.
- Develop an understanding of technical terminology and relate it in both a technical and non-technical manner.

## **Competencies:**

### **Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills**

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

### **Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills**

- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task- and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.

### **Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills**

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring IT Concepts and Terminology**

- Identify the components of information technology as it relates to business.
- Analyze use of various numbering systems used in IT.
- Illustrate the basics of computing and processing: input, output, processing and storage of data.
- Examining intellectual property concepts as it relates to IT.
- Compare and contrast standard units of measure in processing, transfer and storage of data.

## **Examining Computer and Network Infrastructure**

- Identify common types of input/output device interfaces.
- Demonstrate installation and setup of common peripheral devices on a laptop/PC.
- Compare and contrast storage types.
- Explain the purpose of common internal computing components.
- Describe a network.
- Describe a wired/cabled network.
- Describe a wireless network.
- Compare cabled/wired and wireless networks.
- Compare networking conceptual models.
- Discuss services, their relationship to the OSI model and potential vulnerabilities.
- Differentiate among network types.
- Examine the concept of the Internet as a network of connected systems.
- Identify networking protocols.

## **Exploring Programming, Databases and Software Development Concepts**

- Define the use of computer programming in business.
- Explore uses of programming for solving problems.
- Differentiate between markup languages, formal computer programming languages and scripting.
- Develop an understanding of foundational programming logic.
- Apply problem solving through basic programming.
- Explain database concepts and purposes of databases.
- Compare and contrast various database structures.
- Summarize methods used to interface with databases.
- Identify and apply web-based programming skills.

## **Examining Business Software Applications**

- Explain purpose and proper use of software applications in business.
- Compare productivity, collaboration and business software.
- Explore cloud-based business software applications.
- Examine web browser software and functionality.
- Create documentation using proper application software and formatting techniques.

## **Exploring Cybersecurity Fundamentals**

- Describe *cybersecurity*.
- Define *information assurance*.
- Describe the critical factors of information security.
- Explain cybersecurity services as they relate to intrusion prevention capabilities that protect systems against unauthorized access, exploitation and data exfiltration.
- Define *risk*.
- Identify the concepts of cybersecurity risk management.
- Describe cybersecurity threats to an organization.
- Explain why organizations need to manage risk.
- Discuss national or industry standards/regulations that relate to cybersecurity.
- Describe the cyberattack surface of various organizations.
- Analyze risks affecting critical infrastructure.

## **Understanding Cyber Threats and Vulnerabilities**

- Describe the difference between a cyber-threat and a vulnerability.
- Describe types of cyber threats.
- Analyze types of current cyber threats.
- Identify the perpetrators of different types of malicious hacking.
- Describe the characteristics of vulnerabilities.
- Identify the prevention of and protections against cyber threats.

- Identify the cyber risks associated with bring your own device (BYOD) opportunities on computer networks.

### **Exploring Ethics as It Relates to Cybersecurity**

- Differentiate between ethics and laws.
- Distinguish among types of ethical concerns.
- Define *cyber bullying*.
- Identify actions that constitute cyber bullying.
- Identify possible warning signs of someone being cyber bullied.
- Identify laws applicable to cybersecurity.
- Explain the concept of “personally identifiable information.”
- Explain how and why personal data is valuable to both an individual and to the organizations (e.g., governments, businesses) that collect it, analyze it and make decisions based on it.
- Identify ways to control and protect personal data.
- Demonstrate net etiquette (*netiquette*) as it relates to cybersecurity.
- Analyze the social and legal significance of the ongoing collection of personal digital information.

### **Examining Data Security as it Relates to Cybersecurity**

- Distinguish between data, information and knowledge.
- Identify the most common ways data is collected.
- Identify the most common ways data can be stored.
- Explain the difference between data at rest, data in transit and data being processed.
- Identify the most common ways data is used.
- Discuss how data can be compromised, corrupted or lost.
- Explain how businesses and individuals can protect themselves against threats to their data (e.g., firewalls, encryption, disabling, backups and permissions).

### **Securing Operating Systems**

- Evaluate the potential vulnerabilities, threats, and common exploits to an operating system.
- Define the function of a computer operating system.
- Identify the components of an operating system.
- List types of operating systems.
- Identify best practices for protecting operating systems.
- Describe the concept of malware and techniques to guard against it.
- Evaluate critical operating system security parameters.
- Describe security and auditing logs.
- Describe the role of a system backup.
- Define *virtualization technology*.
- Identify advantages and disadvantages of using virtual machines.

### **Programming as a Component of Cybersecurity**

- Analyze *programming* in the context of cybersecurity.
- Evaluate common programming flaws that lead to vulnerabilities.
- Identify best practices in secure coding and design.

### **Exploring Cybersecurity Implications for Current and Emerging Technologies**

- Identify ubiquitous computing.
- Discuss security and privacy implications of ubiquitous computing.

### **Exploring Cybersecurity Careers**

- Research career opportunities for cybersecurity professionals.
- Explore the Career Clusters affected by current and emerging technology.
- Identify the educational pathways for emerging cybersecurity professionals.
- Identify career paths and job titles within the cybersecurity/cyber forensics industry and Career Clusters.
- Research the cyber threats and security measures related to career pathways.

**Preparing for Industry Certification**

- Identify testing skills/strategies for a certification examination.
- Describe the process and requirements for obtaining industry certifications related to the Cybersecurity Fundamentals course.
- Demonstrate the ability to complete selected practice examinations (e.g., practice questions similar to those on certification exams).
- Successfully complete an industry certification examination representative of skills learned in this course (e.g., Microsoft, IC, CompTIA).

**Parameters of Implementation/Program Operation:**

- The course will be offered as a double-blocked daily year-long course at the Advanced Technology Center.
- There are no prerequisites for this course.

**Staffing:**

- Staff to teach this course must be certified in Business or Computer Science and hold appropriate industry credentials.
- Staffing will be allocated based on the high school staffing guidelines.

**Estimated Budget:**

- \$2000 – Curriculum Development and Instructor Training
- \$10,000 – Supplement existing equipment and classroom resources to support authentic experiences (Carl D. Perkins grant funding)
- Subject guides and the Schoology learning management system are available at no additional cost to the division.



**Subject:** VSBA Legislative Proposals

**Item Number:** 11B

**Section:** Consent

**Date:** May 22, 2018

**Senior Staff:** N/A

**Prepared by:** Joel A. McDonald, School Board Member, on behalf of the School Board's Legislative Committee

**Presenter(s):** Joel A. McDonald, School Board Member, on behalf of the School Board's Legislative Committee

**Recommendation:**

That the School Board approve proposal(s) determined by the School Board's Legislative Committee for submission to the Legislative Positions Committee of the Virginia School Boards Association (VSBA) to be considered for inclusion in the VSBA Board of Directors' recommendations to the 2018 VSBA Delegate Assembly.

**Background Summary:**

Each spring, the VSBA Legislative Positions Committee contacts all school boards in Virginia to request their recommendations for changes and/or additions to the VSBA Legislative Positions. Legislative Positions provide the basis for making present and future decisions about education and school board legislative positions, and they constitute the VSBA's legislative belief system.

Prior to a member school board's submission of recommendations to the VSBA Legislative Positions Committee, the recommendation(s) must be approved by a majority vote of the local school board. The VSBA Legislative Positions Committee then meets and reviews all submissions. The legislative positions that are recommended by the Legislative Positions Committee are presented to the VSBA Board of Directors, and board-approved legislative positions are distributed to each school board and to the VSBA Delegate Assembly.

The Delegate Assembly is comprised of one representative from each member school board, and it reviews all proposed legislative positions for adoption or rejection. Legislative positions that are officially adopted by the Assembly remain in effect (i.e., remains in the VSBA Legislative Positions Handbook) until they are revised or deleted by official action.

Proposals were introduced to the School Board in workshop and as part of their Information Agenda May 8, 2018. The deadline for submissions to be received by the VSBA Legislative Positions Committee is June 11, 2018.

The current VSBA Legislative Positions Handbook is available on VSBA's website at [www.vsba.org](http://www.vsba.org).

**Source:**

**Budget Impact:**



## 2018 Legislative Positions Proposal Form

*Proposals due by June 11, 2018*

The Virginia Beach City Public School Board is requesting the Legislative Positions Committee of the Virginia School Boards Association to consider the following Legislative Position change in preparing its report to the VSBA Board of Directors, which will present its recommendations to the 2018 VSBA Delegate Assembly.

TOPIC Increased Student Access for Internships/Apprenticeships

IS THIS A PROPOSED NEW POSITION? X Yes \_\_\_\_\_ No

IS THIS AN AMENDMENT TO A CURRENT VSBA POSITION? \_\_\_\_\_ Yes X No

CURRENT VSBA LEGISLATIVE POSITION NUMBER BEING AMENDED \_\_\_\_\_

***(If you wish to change or amend an existing Legislative Position, please attach a hard copy of the specific position that has been edited with the exact changes and/or amendments that you want the Legislative Positions Committee to consider)***

PROPOSED NEW LEGISLATIVE POSITION LANGUAGE (attach extra pages if necessary):

The VSBA supports establishing a tax credit for businesses that host high school junior or seniors from a high school, technical center or specialty school as interns or apprentices in a qualified field that aids students in completing CTE course requirements or in preparation for career certifications.

RATIONALE for changes or additions (attach extra page if necessary):

As part of the new Standards of Accreditation, all students are required to have work-based learning experiences. One of the best avenues for students to receive first-hand work-based learning experiences is for students to participate in apprenticeship programs through local businesses during their junior or senior year. This allows for students to gain actual experience and exposure to the workforce. There are, however, few opportunities for students to participate in these programs. By providing for a tax incentive for businesses to make internships or apprenticeships available to high school students, this will encourage more businesses to open up internship or apprenticeship opportunities for students.

NAME AND ADDRESS OF SCHOOL BOARD CHAIR / CLERK (please print or type):

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I certify that this item was approved by the school board at its \_\_\_\_\_ (date) meeting for submission to the VSBA Legislative Positions Committee.

\_\_\_\_\_  
(Signature of school board chair or clerk)

\_\_\_\_\_  
Date

**PLEASE RETURN THIS FORM BY June 11, 2018 (via U.S. mail or e-mail) to:**

Jeremy R. Bennett, Government Relations Specialist  
Virginia School Board Association  
200 Hansen Road, Ste. 2  
Charlottesville, VA 22911  
[jeremy@vsba.org](mailto:jeremy@vsba.org)

## 2018 Legislative Positions Proposal Form

*Proposals due by June 11, 2018*

The Virginia Beach City Public School Board is requesting the Legislative Positions Committee of the Virginia School Boards Association to consider the following Legislative Position change in preparing its report to the VSBA Board of Directors, which will present its recommendations to the 2016 VSBA Delegate Assembly.

TOPIC Special Education Process and Procedures

IS THIS A PROPOSED NEW POSITION? \_\_\_\_\_ Yes ☒ No

IS THIS AN AMENDMENT TO A CURRENT VSBA POSITION? ☒ Yes \_\_\_\_\_ No

CURRENT VSBA LEGISLATIVE POSITION NUMBER BEING AMENDED 11.1

***(If you wish to change or amend an existing Legislative Position, please attach a hard copy of the specific position that has been edited with the exact changes and/or amendments that you want the Legislative Positions Committee to consider)***

PROPOSED NEW LEGISLATIVE POSITION LANGUAGE (attach extra pages if necessary):

See attached amendment.

RATIONALE for changes or additions (attach extra page if necessary):

While infrequent, there are times when disagreements arise between the parents of a child with special needs and the school division that is providing services to the child. When these disputes do occur, the process to resolve them is complicated and arduous. This can lead to unnecessary and costly litigation which can lead to extended periods of time when the child is either not in school, or not in a program designed to meet their individual needs. Virginia should take steps to streamline the special education administrative process with a focus on the shortest process and best outcome for the child. The attached policy amendment also incorporates recommendations from the AASA's 2016 "Rethinking Special Education Due Process."

NAME AND ADDRESS OF SCHOOL BOARD CHAIR / CLERK (please print or type):

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I certify that this item was approved by the school board at its \_\_\_\_\_ (date) meeting for submission to the VSBA Legislative Positions Committee.

\_\_\_\_\_  
(Signature of school board chair or clerk)

\_\_\_\_\_  
Date

**PLEASE RETURN THIS FORM BY June 11, 2018 (via U.S. mail or e-mail) to:**

Jeremy R. Bennett, Government Relations Specialist  
Virginia School Board Association  
200 Hansen Road, Ste. 2  
Charlottesville, VA 22911  
[jeremy@vsba.org](mailto:jeremy@vsba.org)

## 11.1 Education of Children with Disabilities

The state's requirements greatly exceed the requirements of the Individuals with Disabilities Education Act (IDEA) and the Code of Virginia for students ages two (2) through twenty-one (21). The Code of Virginia currently places responsibility for special education programs for children with disabilities with the Board of Education.

The VSBA supports collaborative, interagency efforts to implement the federally-supported infants and toddlers program (for children with disabilities, birth through two years of age) with the Department of Mental Health, Mental Retardation and Substance Abuse Services as lead agency. The VSBA supports the provision of adequate and realistic funding to enable agencies to appropriately serve the eligible population. The VSBA supports cooperation among local school divisions and state and federal agencies, as appropriate, to provide the administrative and financial costs necessary to implement the mandated provisions for a free, appropriate education for children with disabilities.

The VSBA supports cooperation among the schools and other state agencies, as appropriate, to provide the related and interrelated services necessary to implement the mandated provision for a free, appropriate education for children with disabilities. The VSBA, however, opposes any regulation or law that will shift a greater portion of special education funding onto the local school division.

The VSBA supports a special education process that is focused on reaching the best outcome for the child in the shortest amount of time possible. The VSBA supports state special education laws and regulations that streamline the individualized education program (IEP) process and procedures. The current process can take significant amount of time, lead to unnecessary litigation, significant expenses incurred by both the parents and the school division, and results that are not always in the best interests of the child or student. Specifically, the VSBA supports the strengthening and simplification of the IEP process by:

- The use of a state-approved, trained IEP mediators to help resolve IEP disputes during the creation of the student's IEP;
- Mandating mediation lead by a neutral third party prior to the initiation of any formal hearing; and
- Requiring hearing officers to be trained to address special education disputes through mediation and other less formalized avenues.

The VSBA supports the simplification and clarification of federal special education laws and regulations in order to more efficiently and effectively deliver special education programs to those students who require them under the most current reauthorization of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and their related regulations.

- The VSBA opposes any rule or regulation that:
  - Denies the parent(s) the right to participate in the development of a student's IEP;
  - Denies a free, appropriate public education for children with disabilities;
  - Provides administrative savings at the expense of the rights of children with disabilities;
  - Requires local school boards to be responsible for non-educational costs, such as for medical treatment and room and board for non-educational placements for students with

disabilities and requests that other appropriate agencies be required to bear these educational costs; or that

- Expands the definitions of the areas of disabilities to include behavioral and other disorders because these changes could significantly inhibit the effectiveness of special education programs and the provision of adequate services to students.

Some federal regulations on education of children with disabilities are too restrictive and burdensome. The VSBA supports the elimination of some state special education regulations which exceed federal requirements, and also supports consistency among state and federal regulations which apply to special education. The state should move quickly to align its state special education regulations to new federal requirements upon completion of the periodic federal legislative reauthorization process. State special education regulations which exceed federal requirements should be adopted (or retained in the event of a federal rule change) only after thorough consideration of the benefits to students and of the financial and administrative impacts on local school divisions, with supplementary state funding provided as necessary.

Background and Legislative History: The federal government and the state have not provided adequate financial resources to local school divisions to support delivery of services and programs for all students with disabilities including those older and younger than the age range for the regular public school program. In some cases these services may more appropriately be provided through vocational rehabilitation, mental retardation, mental health and health agencies. Where such services are essential to a child's development, other agencies are required by the Comprehensive Services Act to assume responsibility, including the provision of Public Law 99-457 (Handicapped Infants and Toddlers 1986), and their fair share of the costs. Realistic and fair state funding also should be maintained. Although federal law has allowed schools to collect Medicaid funds for providing certain services to eligible special students since 1988, the reimbursement documentation standards are complex and both federal and state guidance is lacking. As a result, Virginia school divisions are not receiving federal funds for all eligible children. School districts should be allowed to claim administrative and transportation expenses associated with Medicaid eligible services provided to students served under the federal Individuals with Disabilities Education Improvement Act (IDEA). A uniform set of rules and guidelines from the federal Centers for Medicare and Medicaid Services (CMS) for reimbursing school divisions should be developed to improve deferral and state guidance. In turn, the state should adopt policies, laws, regulations and procedures that promote and facilitate local access to federal education related funds such as Medicaid reimbursements, and should expand the services it allows to be covered under the special education billing program. The state should also cooperate with local school divisions to identify eligible students and file claims. The VSBA opposes any attempt via legislation or regulation to eliminate the right of school divisions to receive reimbursement for Medicaid eligible services, including administrative and transportation services, provided to the students. Adopted 10/77; Amended 10/81, 10/82, 12/90, 11/02 (formerly Policy 3.2). The state has not provided adequate financial resources to local school divisions to allow development of services and programs for all students with disabilities including those older and younger than the age range for the regular public school program. In some cases these services may more appropriately be provided through vocational rehabilitation, mental retardation, mental health and health agencies. Where such services are essential to a child's development, other agencies are required by the Comprehensive Services Act (CSA) to assume responsibility, including the provision of P.L. 99- 457, and their fair share of the costs. Every effort should be made to ensure these other agencies meet their responsibilities under the CSA and other appropriate laws. Adopted 10/77; Amended 10/87 (formerly Policy 2.4). Adopted 9/89;

Amended 12/90, 11/93, 11/03 (formerly Resolution 4.25). Adopted 10/83; Amended 10/85, 12/90, 11/92, 11/93, 11/05 (formerly Resolution 4.11). Review Date 2022.



**Ocean Lakes High and Corporate Landing Middle School Painting**

**Subject:** Recommendation of General Contractor **Item Number:** 11C

**Section:** Consent **Date:** May 22, 2018

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

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

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

**Recommendation:**

That the School Board adopt a motion authorizing the Superintendent to execute a contract with Politis Painting for Ocean Lakes High and Corporate Landing Middle School painting in the amount of \$411,000.

**Background Summary:**

Contractor:	Politis Painting
Contract Amount:	\$195,000 (OLHS) \$216,000 (CLMS) = \$411,000
Construction Budget:	\$450,000
Number of Responsive Bidders:	4 (OLHS) and 3 (CLMS)
Average Bid Amount:	\$354,000 (OLHS) and \$273,866 (CLMS)
High Bid:	\$526,000 (OLHS) and \$326,000 (CLMS)

**Source:**

**Budget Impact:**

CIP 1-105





**Subject:** Religious Exemptions

**Item Number:** 11D

**Section:** Consent Agenda

**Date:** May 22, 2018

**Senior Staff:** Rashard Wright, Chief Schools Officer

**Prepared by:** Denise White, Student Conduct/Services Coordinator

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

**Recommendation:**

That the School Board approve Religious Exemption Case No. RE-17-25.

**Background Summary:**

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

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

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

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

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

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

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

**Source:**

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

**Budget Impact:**

None



**Subject:** Policy Review Committee Recommendations **Item Number:** 11E1-4

**Section:** Consent **Date:** May 22, 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 the Policy Review Committee recommendations regarding review, amendment and/ or repeal of certain policies as reviewed by the committee at their April 10, 2018 meeting.

**Background Summary:**

1. Policy 3-89 / General Contract and Execution Policy

The proposed change in language adds Office of Risk Managements assessment and approval of small purchases

2. Policy 5-1 / Extent of School Authority

B-1 Minor wording changes to language in Sec of the Policy

3. Policy 5-6 / Student/Parent/Guardian Appeals

a. Regulation 5-6.1 / Appeals and Appeals Procedure-Disciplinary Actions

Allows designee to act on Principals behalf, if out of the building

b. Regulation 5-6.2 / Appeals and Appeals Procedure-Non Disciplinary Actions

Minor language changes

4. Policy 5-58 / Student and Staff Wellness

New State mandated language changes and/or updates

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of April 10, 2018

**Budget Impact:**

None

# Policies and Regulations

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School Board of the City of Virginia Beach  
Policy 3-89

## BUSINESS AND NONINSTRUCTIONAL OPERATIONS

### General Contract Execution Policy

#### A. Generally

This Policy establishes a uniform procedure for the review, approval, and execution of School Board contracts by officers and employees of the School Board. As used herein, the phrase "School Board contract" means any contract or agreement to which the School Board, School Administration or an individual school is a named party, or which any School officer or employee enters into on behalf of the School Board, School Administration or an individual school.

#### B. Applicability

This Policy shall be applicable to all School Board contracts entered into with any person. For purposes of this Policy, "person" shall be deemed to include any individual, or any corporation, partnership, firm, organization, or other group or association of persons acting as a unit. Notwithstanding the above, this Policy shall not be applicable to: i) routine contracts of employment budgeted by the School Board and authorized by the Chief Human Resources Officer; ii) contracts for the design, construction, or renovation of capital improvements budgeted by the School Board and authorized by the Chief Operations Officer; or iii) contracts entered into by the Superintendent, with the approval of the School Board Chairman, in response to an emergency provided that the contract does not exceed \$300,000, and further provided that the Superintendent documents, in writing, that an emergency exists and that delay in executing the contract will be detrimental to the interests of the School Division.

#### C. Contract Review and Approval

##### 1. Content

Every contract shall be reviewed by the individual in charge of the department, office, school or other agency (hereinafter "Agency") from which the contract originated, or to which it is related, or by such individual's duly authorized designee. Every contract shall also be signed (or initialed) "approved as to content" by such individual or his or her designee. When an individual signs (or initials) a contract "approved as to content," the individual is representing that he or she: i) has read the contract; ii) agrees with the terms and conditions contained therein; and iii) is satisfied that the terms and conditions of the contract accurately reflect the agreement that was reached between the parties thereto.

##### 2. Fiscal Note

Every contract shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Agency responsible for submitting the contract, shall provide an estimate of the costs and revenues generated by the contract over the life of the contract, not to exceed five (5) years. For capital projects, the fiscal note shall provide an estimate of the "total cost to complete" the project, including the contract base cost, and shall compare the "total cost to complete" to the project budget. A copy of the fiscal note shall be provided to the Office of Business Services at the time the contract is prepared. If the contract does not involve the expenditure of funds, an authorized representative of the entity submitting the contract shall indicate "N/A" (not applicable) on the fiscal note and shall place his or her signature or initials adjacent thereto.

### 3. Availability of Funds

Except as provided in Section E of this Policy, every contract exceeding \$5,000.00 shall be signed or initialed "approved as to availability of funds" by the Director of the Office of Business Services or duly authorized designee. Every contract less than \$5,000.00 shall be initialed "approved as to availability of funds" by the individual in charge of the department, office, or other entity from which the contract originated.

If it is determined by the Office of Business Services that there are insufficient funds available to approve the contract, the contract shall be referred back to the submitting entity for a determination as to whether or not the entity desires to request a transfer of the necessary funds for the contract to be approved and executed. If the entity decides to request such a transfer, the request shall be forwarded to the Office of Budget Development for appropriate action.

### 4. Legal Sufficiency

The following contracts shall be forwarded to legal counsel for review once they have: i) been "approved as to content;" ii) had the required fiscal note placed thereon; and iii) been "approved as to availability of funds".

- a. Any contract involving the expenditure of School funds in excess of \$100,000;
- b. Any contract which extends beyond the current fiscal year;
- c. Any contract that the Superintendent has been specifically directed and/or authorized by the School Board to execute on behalf of the School Board; and
- d. Any other contract that the Superintendent specifically requests to be reviewed and approved by legal counsel. Any staff member may make request to the Superintendent that a specific contract be considered for review. The Director of Purchasing or Director of Business Services may request

that a specific contract be reviewed. Once legal counsel has reviewed a contract and has determined that it is in a form that meets the requirements of law, he or she shall sign (or initial) the contract as "legally sufficient."

- e. When legal counsel signs (or initials) a contract as being "legally sufficient," he or she is only certifying that the contract complies with all applicable laws, policies, and regulations, contains all necessary contractual provisions, and is legally enforceable. Legal counsel is not indicating his or her approval of the contents of the contract or the purposes for which the contract is being entered into.

#### **D. Contract Execution**

Once a contract has gone through the above-stated review and approval process, it shall be forwarded to one of the following parties for final execution:

##### **1. Superintendent of Schools**

With the exception of contracts involving the procurement of goods and/or services, the Superintendent or his/her duly authorized designees shall execute all contracts on behalf of the School Board. In that regard, the Superintendent may delegate the authority to execute contracts on a "contract-by-contract" basis, or may establish a list of the types of contracts that specific designees shall have the authority to execute on an ongoing basis until such time as the delegation is amended or revoked.

##### **2. Director of Purchasing**

Except as provided in Section E of this Policy, the Director of Purchasing or Director of Business Services or their duly authorized designees shall have the authority to execute all contracts involving the procurement of goods and services; provided, however, that the following contracts (except Purchase Orders) shall be executed by the Superintendent or his designee:

- a. Any contract involving the expenditure of funds in excess of \$100,000;
  - b. Any contract which extends beyond the current fiscal year;
  - c. Any contract that the Superintendent has been specifically directed and/or authorized by the School Board to execute on its behalf; and
  - d. Any other contract that the Superintendent specifically requests to be forwarded to him/her for execution.
3. Notwithstanding any provision herein to the contrary, the Superintendent, his designee, the Director of Purchasing, and the Director of Business Services are not authorized to execute any contract which contains a clause, paragraph, or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or services for liability due to

negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision and the service provider will not agree to remove the Provision from the contract, the Superintendent, his/her designee, the Director of Purchasing, or the Director of Business Services shall forward the contract to legal counsel for ~~final~~ resolution. If legal counsel cannot resolve the issue with the service provider then a risk-benefit analysis will be performed by the Office of Risk Management to determine if it is acceptable to enter into such a contract. If the Office of Risk Management determines that it is acceptable to enter into such a contract, then that determination will be put in writing and the contract may be executed without approval for legal sufficiency.

#### **E. Small Purchase Procedures for Site-Based Procurement of Goods and Services**

1. Notwithstanding the provisions of Sections C and D of this Policy, the principal of each individual school shall have the authority to negotiate and execute any contract for the purchase of goods or services for use by his or her school if the value of the contract does not exceed \$5,000.00; provided, however, that principals shall not have the authority to negotiate or execute the following contracts:
  - a. Multiple contracts for purchase of the same goods or services, or with the same service provider, which exceed \$5,000.00 in value in the aggregate during a single school year. Value refers to both expenditures and receipts, e.g., pictures, yearbooks, and vending machines. For example, if snacks for vending machines are purchased for \$3,000 and is expected to result in receipts to the school in the amount of \$6,000, the contract has a value of \$6,000 and does not qualify for small purchase procedures for site-based procurement set forth in this subsection;
  - b. Contracts which require or extend performance by either party beyond the current fiscal year; or
  - c. Contracts with persons or organizations for the use of school buildings or grounds.
2. Each principal shall maintain a log of each contract he or she executes pursuant to this Section E. This log shall include the following information:
  - a. A brief description of the type of goods or services which are the subject of the contract;
  - b. The name of the service provider;
  - c. The length of the term of the contract;
  - d. The date the contract was executed; and
  - e. The value of the goods or services that were (or will be) provided or received.

A copy of the log shall be provided to the Director of Business Services on a quarterly basis. Copies of all contracts executed by

each principal shall be maintained in the individual school office for a period of five (5) years following the date of contract execution.

3. It shall be the responsibility of each principal, when negotiating or executing a contract, to ensure that the procurement process which is followed prior to the award of a contract fully complies with the requirements of the Virginia Public Procurement Act and applicable School Board policies and regulations.
4. It shall also be the responsibility of each principal, when negotiating or executing a contract, to ensure that there are sufficient funds available for the contract. Before signing any contract, the principal shall have the school bookkeeper verify that there are or will be funds available to meet the contract obligation. The principal shall have the bookkeeper attach a written fiscal note on the contract to that effect on a form provided by the Office of Business Services.
5. If a "standard" contract for the purchase of particular goods or services has been developed by the Office of Business Services, a principal shall use the "standard" contract whenever purchasing such goods or services.
6. Notwithstanding any provision herein to the contrary, principals are not authorized to execute any contract which contains a clause, paragraph, or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or services from liability due to negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the principal shall forward the contract to the Director of Business Services for final resolution.

#### **F. Compliance with School Board Policies and Regulations**

The provisions of this Policy supplement, but do not supersede, other applicable School Board policies and procedures. Therefore, any contract that is negotiated, awarded, and executed pursuant to this Policy shall comply with any other applicable policies and procedures.

#### **G. Failure to Follow Contract Execution Policy**

Any individual purporting to execute contracts who executes a contract on behalf of the School Board without the requisite School Board authority in accordance with this Policy may be held personally liable for any or all of the obligations imposed on the School Board by such contract.

#### **Legal Reference:**

Virginia Constitution Article VIII, § 7. School Boards.

Code of Virginia § 2.2-4300, *et seq.*, as amended. Virginia Public Procurement Act.

Code of Virginia § 22.1-28, as amended. Supervision of schools in each division vested in school board.

Code of Virginia § 22.1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22.1-71, as amended. School board constitutes body corporate; corporate powers.

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

Code of Virginia § 22.1-89, as amended. Management of funds.

Code of Virginia § 22.1-91, as amended. Limitation on expenditures; penalty

Adopted by School Board: July 1, 1997

Amended by School Board: June 17, 2008

Scrivener's Amendments: September 6, 2013

Amended by School Board: 2018

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Larratti



# Policies and Regulations

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School Board of the City of Virginia Beach  
Policy 5-1

## STUDENTS

### Extent of School Authority

#### A. Generally

Virginia law gives the school board the power to make reasonable rules for the governance ~~government~~ of the schools and to regulate the conduct of students going to and returning from school.

#### B. School Board and Parental/Guardian Responsibility

The distinction between the responsibility that the School Division has for students and the responsibility that parents/legal guardians have for their children is difficult to define in ~~other~~ situations occurring off of school property. These are situations in which students are not on school grounds and are not engaged in any school-sponsored activity, but they are either traveling to or from school or school-sponsored activities or they are maintaining the appearance of being a student of the School Division's schools.

The following guidelines shall apply:

1. Students shall be under the jurisdiction of the rules and regulations governing school activities while in transit to and from school as a pedestrian, in route to, from, ~~the bus~~ or at the bus stop and while riding on a school bus.
2. Rules and regulations governing school-sponsored activities that occur off school property shall apply to all students who are either participants in the activity or are spectators. Such rules shall bear a reasonable relationship to the purpose and functions of the activity.
3. For situations in which students are off school property and are not associated with a school-sponsored activity, the School Administration will exert its authority over students only insofar as the actions of such students could substantially disrupt the educational process in the schools or deprive other students of their right to an education both in the curricular and extra-curricular program.
4. For all situations other than those covered in the above, the parents and legal guardians have full responsibility for minor~~their~~ children and adult ~~students will be responsible for themselves. These~~ students will be responsible for themselves. These situations where students~~children~~ are outside the scope of school authority include, but are not limited to, the following:
  - a. While a student is in transit to and from school in a private vehicle.

b. When a student leaves the school premises during lunch-~~hour~~.

c. When a student absents himself/herself from the school property during the regular day without authorization from a school official.

**Legal Reference:**

Code of Virginia, § 22.1-78, as amended. Bylaws and regulations.

1960-1961 Opinions of the Attorney General 274.

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board:



APPROVED AS TO  
LEGAL SUFFICIENCY

*Kamala H. Lannetti*

## STUDENTS

### Student/Parent/Guardian/~~Adult Student~~ Appeals

An appeal is a formal written request for reconsideration of an action affecting a student ~~which~~  
is which is imposed by a teacher or administrator.

A student ~~or~~ parent/legal guardian of a minor student or adult student acting on his/her own  
behalf has the right to initiate appeal.

The Superintendent shall develop administrative procedures to be used by a person making an  
appeal.

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

Amended by School Board: June 5, 2001

Amended by School Board: 2018

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lenczowski

# Policies and Regulations

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School Board of the City of Virginia Beach  
Regulation 5-6.1

## STUDENTS

### Appeals and Appeals Procedures – Disciplinary Actions

#### A. Generally

1. An appeal is a formal written request for reconsideration of an action affecting a student which is imposed by a teacher, administrator, or other school official. For the purpose of this ~~R~~regulation appeals shall be limited to discipline actions.
2. A ~~minor~~ student or ~~his/her the~~ parent/legal guardian of a minor student or ~~subject to the disciplinary action an adult student~~ has the right to initiate an appeal.
3. Appeals of in-school disciplinary actions and out-of-school suspension of ten (10) days or less shall be governed by the procedures ~~s~~ set forth in this Regulation.
4. Appeals of disciplinary actions resulting in out-of-school suspension of more than ten (10) days shall be governed by the procedure set forth in Policy 5-21, and Regulation 5-21.1, and Regulation 5-21.3.-

#### B. Appeal Procedure governing in-school disciplinary actions

1. ~~An a~~Appeal of the school decision must be received by~~to~~ the school principal in writing within three (3) school days of ~~the notification of the discipline decision~~~~incident~~.
2. School principal will meet with ~~a~~the student or the parent/legal guardian of a minor student or ~~with an adult student~~ and respond in writing within five (5) school days of the receipt of the appeal.
3. The school principal may assign a designee to meet with a student or the parent/legal guardian of a minor student or ~~with an adult student~~ and to respond in writing within five (5) days of the receipt of the appeal if the principal will be absent pursuant to authorized leave during the ~~entire~~ five (5) day appeal period as set forth in this section.
4. The decision of the school principal shall be final.

#### C. Appeal Procedure governing out-of-school suspension of ten (10) days or less

##### 1. Level I

- a. ~~An a~~Appeal of the school decision must be received by~~to~~ the school principal in writing within three (3) school days of the discipline decision~~incident~~.
- b. School principal will meet with ~~a~~the student or the parent/legal guardian of a minor student subject to the disciplinary action ~~or with an adult student~~ and respond in writing within five (5) school days of the receipt of the appeal.

c. The school principal may assign a designee to meet with ~~at the student of the~~ parent/legal guardian of a minor student subject to the disciplinary actioner with an adult student and to respond in writing within five (5) school days of the receipt of the appeal if the principal will be absent pursuant to authorized leave during the ~~entire~~ five (5) day appeal period as set forth in this section.

## 2. Level II

a. ~~An a~~Appeal ~~of the~~ principal's or designee's decision to the Office of Student Leadership must be received in writing within three (3) school days of the receipt of the principal's or designee's decision.

b. ~~A The appropriate~~ coordinator in the Office of Student Leadership will investigate the matter and respond in writing within five ten (510) school days of the receipt of the appeal.

## 3. Level III

a. ~~An a~~Appeal ~~of~~ the coordinator in the Office of Student Leadership's decision to the Director of the Office of Student Leadership must be received in writing within three (3) school days of receipt of the coordinator's decision.

b. The Director of the Office of Student Leadership acting as the Superintendent's designee will investigate the matter and respond in writing within five ten (510) school days of the receipt of the appeal.

c. Acting as the Superintendent's designee, the decision of the Director of the Office of Student Leadership shall be final.

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

The procedure for out-of-school suspension of students of ten (10) days or less is covered by Policy 5-21.1, and Regulation 5-21.3. ~~and Regulation 5-21.3.~~

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)

Amended by School Board: June 5, 2001

Amended by School Board: June 3, 2003

Amended by School Board: May 17, 2005

Amended by School Board: 2018

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti

# Policies and Regulations

School Board of the City of Virginia Beach  
Regulation 5-6.2

## STUDENTS

### Appeals and Appeals Procedures - Non-Disciplinary Actions

#### A. Generally

1. An appeal is a formal written request for reconsideration of an action affecting a student, which is imposed by a teacher, administrator, or other school official. For the purpose of this ~~R~~egulation, appeals shall be limited to non-disciplinary actions not covered by another regulation.
2. A ~~minor~~ student or ~~the his/her~~ parent/legal guardian of a minor student subject to the non-disciplinary action or an adult student has the right to initiate an appeal. However, prior to initiating a formal appeal, a prompt effort should be made to resolve the issue with the teacher, administrator, or other school official who initiated the action. Then, if not satisfied with the decision an appeal may be initiated in accordance with the procedures established in paragraph B below.
3. Appeals of in-school disciplinary actions and out-of-school suspension of ten (10) days or less shall be governed by the procedure set forth in Regulation 5-6.1 and Regulation 5-21.2.-
4. Appeals of disciplinary actions resulting in out-of-school suspension of more than ten (10) days shall be governed by the procedure set forth in Policy 5-21, -and Regulation 5-21.1, and Regulation 5-21.3.-
5. Appeals of out-of-zone decisions shall be governed by Regulation 5-14.1.

#### B. Appeal Procedures

##### 1. Level I

- a. A written notice of appeal shall be filed with the school principal within three (3) school days of receipt of notice of the ~~discipline decision~~~~incident~~ or from the date prompt efforts to resolve the matter informally failed, whichever is later.
- b. The School principal will meet with ~~the student or thea~~ parent/legal guardian of a minor student subject to the non-disciplinary action or with an adult student and respond in writing within five (5) school days of the receipt of the appeal.
- c. The school principal may assign a designee to meet with ~~the student or thea~~ parent/legal guardian of a minor student subject to the non-disciplinary or with an adult student and to respond in writing within five (5) school days of the receipt of the appeal if the principal will be absent pursuant

to authorized leave during the ~~entire~~ five (5) day appeal period as set forth in this section.

d. The principal's or designee's written response to the ~~appealparent~~ must include information regarding the appeal procedure and the name, address and telephone number of the appropriate coordinator in the administrative office who will handle the appeal.

## 2. Level II

a. A written notice of appeal of the principal's or designee's decision shall be filed with the coordinator in the administrative office handling the appeal within three (3) school days of the receipt of the principal's decision.

b. The coordinator in the administrative office handling the appeal will investigate the matter and respond in writing within ~~fiveten (5+0)~~ school days of the receipt of the appeal. The coordinator's written response to the ~~appealparent~~ will include information regarding the appeal procedure and the name, address, and phone number of the director who will handle that appeal.

## 3. Level III

a. A written notice of appeal of the coordinator's decision shall be filed in writing within three (3) school days of receipt of the coordinator's decision to the director of the appropriate administrative office.

b. The director of the administrative office as designated by the Superintendent to handle the appeal, acting as the Superintendent's designee, will investigate the matter and respond in writing within ~~five ten (5+0)~~ school days of the receipt of the appeal.

c. Acting as the Superintendent's designee, the decision of the director of the administrative office handling the appeal shall be final.

Adopted by School Board: August 21, 2001

Amended by School Board: June 3, 2003

Amended by School Board: 2018

## STUDENTS

### Student and Staff Wellness

Virginia Beach City Public Schools, in partnership with families, community organizations, and other local agencies, play an important role in promoting student wellness. The School Board supports a school environment that encourages and fosters nutritious eating habits and physical activity, both linked to academic success and lifelong good health. Schools are encouraged to work collaboratively with families and the community to improve the quality of health for students and staff.

The Superintendent will, through regulation, guidance or procedure, ensure that the School Division meets applicable federal wellness policy requirements and will include the following components:

- A Measurable goals for nutrition education, physical activity, and other school-based activities to promote student wellness;
- B Nutrition standards for all foods and beverages available during the school day, with the objective of promoting student health and reducing childhood obesity;
- C Assurance that local guidelines established shall not be less restrictive than USDA regulations and guidance, or existing Virginia regulations and guidance, as they apply to the school nutrition programs;
- D A plan for measuring implementation of the local plan; and,
- E Ensure the involvement of parents, students, school health professionals, school nutrition program directors and/or managers, the School Board, school administrators, and the general public in ~~development~~development, implementation, and periodic review of this program. ~~Community input will include efforts to promote awareness of as well as participation in development, implementation, review and update of the policy by community stakeholders.~~
- F Designate the School Health Advisory Board as the School Division's ~~Establish a District Wellness Committee and ensure that the Board that meets at least four (4) times per year to establish goals and procedures for and oversee school health and safety policies and The programs. Health Advisory Committee will serve as the district wellness committee that will oversee school health and safety policies, programs and practices to ensure compliance with applicable law and regulation.~~ Direct oversight of this committee will be the responsibility of the Department of School Leadership (hereinafter "DOSL"). DOSL will retain appropriate documentation of wellness policy compliance which shall include: the policy; documents demonstrating compliance with community involvement requirements, including requirements to make the policy and triennial assessments available to the public; and documentation of the triennial assessment of the policy.

### Legal Reference:

Healthy Hunger Free Kids Act of 2010, 7 C.F.R. §§210.10, 210.11 and 220.8, as amended.

School Board Policy 7-21, as amended. Citizen's Advisory Committees.

School Board Regulation 7-21.6, as amended. School Health Advisory Board.

Adopted by School Board: June 20, 2006  
Amended by School Board: June 20, 2017  
Amended by School Board: 2018

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lantieri





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

**Section:** Action **Date:** May 22, 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 May 22, 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 MAY 2018  
ASSIGNED TO THE UNIFIED SALARY SCALE**

**2017-2018**

**SCHOOL/DEPARTMENT****POSITION****APPOINTMENTS - ELEMENTARY SCHOOL****DIAMOND SPRINGS**

5/3/2018

Delilah D. Dilidili

Cafeteria Assistant, 5.5 hours

**ROSEMONT**

5/9/2018

Marciana G. Tungul

Custodian I, 10 month, night

**APPOINTMENTS - MIDDLE SCHOOL****LARKSPUR**

5/7/2018

David J. Parrish

Technology Support Technician

**APPOINTMENTS - HIGH SCHOOL**

**NONE**

**APPOINTMENTS - MISCELLANEOUS****OFFICE OF CONSOLIDATED BENEFITS**

5/29/2018

Lizette Driscoll

Benefits Assistant

**OFFICE OF FOOD SERVICES**

5/16/2018

Maritza G. Rodriguez-Brown

Cafeteria Manager in Training, 6 hours

**OFFICE OF SCHOOL PLANT SERVICES**

5/3/2018

David E. Charboneau

General Maintenance Craftsman II

5/14/2018

Christopher D. Kernan

Boiler Specialist

5/14/2018

Marvin D. Smith, Jr.

Food Services Craftsman II

5/29/2018

Joshua J. Hickey

Electronics Craftsman II

**OFFICE OF STUDENT SUPPORT SERVICES**

5/29/2018

Robin L. Moore-Hall

Custodian I 12 month, Night

**OFFICE OF TRANSPORTATION SERVICES**

5/2/2018

Alfred W. Cross

Bus Driver, 6.5 hours

5/2/2018

Erin A. Perry

Bus Driver, 6.5 hours

5/9/2018

Charles D. Watford

Bus Driver, 6 hours

5/9/2018

Collen M. Gorman

Bus Driver, 6 hours

5/9/2018

Ihor Chernyavskyy

Bus Driver, 6 hours

5/9/2018

Paula M. Hubbard-Hudson

Bus Driver, 6 hours

5/9/2018

Susan M. Gaines

Bus Driver, 6 hours

5/9/2018

Vincent Stewart

Bus Driver, 6 hours

5/10/2018

David C. Allen

Fleet Technician I

**RESIGNATIONS - ELEMENTARY SCHOOL****BIRDNECK**

6/18/2018

Cory Garner

Special Education Assistant, .5 (career enhancement opportunity)

**COLLEGE PARK**

5/11/2018

Veronica Spruill

School Administrative Associate I (career enhancement opportunity)

**SCHOOL/DEPARTMENT****POSITION****DIAMOND SPRINGS**

5/22/2018	Joseph Mayers	Physical Education Assistant (career enhancement opportunity)
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**JOHN B. DEY**

6/29/2018	Kelley E. Gangwer	School Office Associate II, 12 month (personal reasons)
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**KINGS GRANT**

4/30/2018	Kareem K. Harris	Custodian II Head Night (personal reasons)
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**NEW CASTLE**

5/1/2018	Takeya R. Peterson	Custodian I, 10 month, night (personal reasons)
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**POINT O' VIEW**

6/18/2018	Christopher P. Patillo	Physical Education Assistant (relocation)
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**SALEM**

5/11/2018	Amirah Howard	Security Assistant (career enhancement opportunity)
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6/15/2018	Tamara Salgado	School Nurse (relocation)
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**SEATAACK**

5/31/2018	Manuela Bosque	Cafeteria Assistant, 5 hours (health)
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**TRANTWOOD**

5/14/2018	Meredith M. Moore	School Office Associate II, 12 month (career enhancement opportunity)
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**WHITE OAKS**

5/8/2018	Cynthia Howard	Custodian I, 10 month, night (personal reasons)
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**RESIGNATIONS - MIDDLE SCHOOL****BAYSIDE 6TH GRADE CAMPUS**

5/15/2018	Barbara A. Holloman	Custodian I, 12 month, night (personal reasons)
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**BRANDON**

6/18/2018	Taegan C. Hutchinson	Security Assistant (relocation)
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**LARKSPUR**

6/29/2018	Melanie M. Lee	Assistant Principal (family)
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**LYNNHAVEN**

5/4/2018	Elizabeth B. Starks	Custodian I, 12 month, night (personal reasons)
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**VIRGINIA BEACH**

5/10/2018	Judith Taylor	Special Education Assistant (personal reasons)
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**RESIGNATIONS - HIGH SCHOOL****KELLAM**

5/15/2018	Thomas C Hall, IV	Security Assistant, .4 (career enhancement opportunity)
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**KEMPSVILLE**

5/11/2018	Butler Conduah	Custodian III, Head Night (career enhancement opportunity)
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**PRINCESS ANNE**

5/31/2018	Sara D. Kirkpatrick	Technology Support Technician (career enhancement opportunity)
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**SCHOOL/DEPARTMENT****POSITION****RESIGNATIONS - MISCELLANEOUS****DEPARTMENT OF TECHNOLOGY**

5/9/2018	Neha Patel	Director of Technology (health)
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**OFFICE OF CONSOLIDATED BENEFITS**

5/11/2018	Denay Glover	Benefits Assistant (other)
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**OFFICE OF TRANSPORTATION SERVICES**

5/16/2018	David J. Sloan	Bus Driver, 6.5 hours (personal reasons)
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**RETIREMENTS - ELEMENTARY SCHOOL****HOLLAND**

6/18/2018	Carmen Witherington	Pre-Kindergarten Teacher Assistant
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**JOHN B. DEY**

6/15/2018	Diana M. Davidson	Cafeteria Assistant, 5 hours
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**KINGSTON**

6/29/2018	John J. Hartley	Custodian I, 12 month, night
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**RETIREMENTS - MIDDLE SCHOOL****BAYSIDE 6TH GRADE CAMPUS**

6/21/2018	Michale Salmon	Cafeteria Manager II
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**BRANDON**

6/15/2018	Phyllis E. Andrews	Clinic Assistant
6/29/2018	Gladys L. Johnson	Custodian III, Head Night

**RETIREMENTS - HIGH SCHOOL****GREEN RUN COLLEGIATE**

4/30/2018	Barbara J. Winn	Head of School
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**RETIREMENTS - MISCELLANEOUS****DEPARTMENT OF TEACHING AND LEARNING**

5/31/2018	Korrina Duprey	Instructional Specialist
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**OFFICE OF TRANSPORTATION SERVICES**

4/30/2018	Derrell L. Coleman	Bus Driver, 5.5 hours
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**OTHER EMPLOYMENT ACTIONS**

NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT MAY 2018  
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE  
2017-2018**

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>APPOINTMENTS - ELEMENTARY SCHOOL</u></b>			
NONE			
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b>			
NONE			
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
NONE			
<b><u>APPOINTMENTS - MISCELLANEOUS</u></b>			
NONE			
<b><u>RESIGNATIONS - ELEMENTARY SCHOOL</u></b>			
<b><u>BROOKWOOD</u></b> 6/1/2018	Stefanie A. Hurley	Title I Resource (relocation)	
<b><u>COLLEGE PARK</u></b> 6/18/2018	Katherine E. Ross	Music-Vocal (relocation)	
<b><u>HERMITAGE</u></b> 6/18/2018	Mary B. Hall	Grade 5 (relocation)	
<b><u>JOHN B. DEY</u></b> 6/18/2018	Lynn M. Jansen	Grade 1 (relocation)	
<b><u>LINKHORN PARK</u></b> 6/18/2018	Ashley E. Bash	Reading Specialist (moved to another school system, public)	
<b><u>OCEAN LAKES</u></b> 6/18/2018	Christina H. Anderson	Grade 2 (moved to another school system, public)	
<b><u>PEMBROKE MEADOWS</u></b> 06/18/18	Sarah T. Meisenhelter	Special Education (career enhancement opportunity)	
<b><u>SALEM</u></b> 6/18/2018	Chelsea R. Shenefield	Grade 5 (relocation)	
<b><u>SHELTON PARK</u></b> 6/18/2018	April A. Porter	Grade 2 (transfer of spouse)	
<b><u>TALLWOOD</u></b> 6/18/2018	Riley E. Schwartz	Special Education (relocation)	
<b><u>TRANTWOOD</u></b> 6/18/2018	Rachel M. Irwin	Special Education (transfer of spouse)	
<b><u>WINDSOR OAKS</u></b> 6/18/2018	Jamie L. Karacsonyi	Special Education (moved to another school system, public)	
<b><u>RESIGNATIONS - MIDDLE SCHOOL</u></b>			
<b><u>BAYSIDE 6TH GRADE</u></b> 5/11/2018	Vinton A. Griffin	Grade 6 (personal reasons)	
<b><u>BRANDON</u></b> 6/18/2018	Kayla Arellano	Grade 6 (relocation)	
<b><u>KEMPSVILLE</u></b> 5/23/2018	Anita L. Pozin	Health and Physical Education (career enhancement opportunity)	
5/16/2018	Molly B. Bertsch	Grade 8 (personal reasons)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>LANDSTOWN</u></b>			
5/16/2018	Rommel Ocampo	Grade 8 (health)	
<b><u>PRINCESS ANNE</u></b>			
6/18/2018	Meredith S. Mulcair	Music-Vocal (relocation)	
6/18/2018	Tyler B. Fortune	Special Education (personal reasons)	
<b><u>SALEM</u></b>			
6/18/2018	Kelly Brock	Keyboarding (relocation)	
<b><u>VIRGINIA BEACH</u></b>			
6/18/2018	Michael Hall II	Grade 7 (relocation)	
<b><u>RESIGNATIONS - HIGH SCHOOL</u></b>			
<b><u>BAYSIDE</u></b>			
6/18/2018	Desmond A. McGlone	Math (relocation)	
6/18/2018	Narquita H. Snowden	Math (career enhancement opportunity)	
<b><u>FIRST COLONIAL</u></b>			
6/18/2018	Kate E. Elkins	Health and Physical Education (relocation)	
<b><u>GREEN RUN</u></b>			
6/18/2018	Kyle McCabe	Technology Education (relocation)	
<b><u>KELLAM</u></b>			
6/18/2018	Joli A. Kane	Math (relocation)	
6/18/2018	Tonya L. Johnson	Math (relocation)	
<b><u>RESIGNATIONS - MISCELLANEOUS</u></b>			
<b>NONE</b>			
<b><u>RETIREMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>CHRISTOPHER FARMS</u></b>			
6/18/2018	Michael M. Wood	School Counselor, 8	
<b><u>HERMITAGE</u></b>			
6/18/2018	Patricia K. Gajan	Grade 2	
<b><u>KINGSTON</u></b>			
6/18/2018	Diane E. Adamson	Grade 1	
<b><u>LINKHORN PARK</u></b>			
6/18/2018	Laura J. Roberts	Grade 3	
<b><u>NEWTOWN</u></b>			
6/18/2018	Linda Holton	Grade 3	
<b><u>WINDSOR WOODS</u></b>			
6/18/2018	Jill E. Dorn	Grade 4	
<b><u>RETIREMENTS - MIDDLE SCHOOL</u></b>			
<b><u>BRANDON</u></b>			
6/18/2018	Sharon D. Garcia	Music-Instrumental	
6/18/2018	Stephen A. Newman	Health and Physical Education	
<b><u>PLAZA</u></b>			
6/18/2018	Louis A. Tarabick Jr.	Band Instructor	
6/18/2018	Scott T. Michels	Grade 6	
<b><u>PRINCESS ANNE</u></b>			
6/18/2018	Jocelyn M. Barrington	Health and Physical Education	
6/18/2018	Paula M. Doyle	Grade 8	
<b><u>VIRGINIA BEACH</u></b>			
6/18/2018	Louise C. Jeffries	Grade 7	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>RETIREMENTS - HIGH SCHOOL</u></b>			
<b><u>KELLAM</u></b>			
6/18/2018	Jo H. Blackmon	Math	
6/18/2018	William D. Torbush	Business Education	
6/22/2018	Monte E. Bryant	School Counselor	
<b><u>PRINCESS ANNE</u></b>			
6/18/2018	John E. Harrison	Math	
<b><u>SALEM</u></b>			
8/31/2018	Frank C. Garcia	Band	
6/18/2018	Mary O. Harrison	Math	
<b><u>TALLWOOD</u></b>			
6/18/2018	Peggy J. Ricks	Library Media Specialist	
<b><u>RETIREMENTS - MISCELLANEOUS</u></b>			
NONE			
<b><u>OTHER EMPLOYMENT ACTIONS</u></b>			
NONE			

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

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

KEMPSVILLE

7/1/2018

Melissa S. George      Principal

APPOINTMENTS - MISCELLANEOUS

NONE





**Subject:** General Fees Schedule FY2018/19

**Item Number:** 12B

**Section:** Action

**Date:** May 22, 2018

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

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

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

**Recommendation:**

That the School Board approve the proposed FY 2018/19 General Fees Schedule including the rates for student fees for optional/ancillary services or activities, student meal prices, and tuition rates for nonresident students.

**Background Summary:**

**FY 2018/19 Student Fees**

School divisions may charge student fees approved by their local school boards pursuant to the provisions of 8 VAC 20-720-80 *Student Fees and Charges*. The attached fee schedule lists the current and recommended rates for student fees that are subject to school board approval. Fee adjustments or new fees for the 2018-19 school year are shown in blue.

- **Student Meal Prices:** Pursuant to provisions in federal legislation effective July 1, 2011, school divisions are required to increase the price of paid meals until the paid meal price plus the federal reimbursement for a paid meal is equal to the federal reimbursement for a free meal. However, to-date we have received no guidance from VDOE regarding this and subsequently we are recommending no increase in meal prices for FY 2018/19.

**FY 2017/18 Nonresident Student Tuition Fees**

School Board Policy 3-22 *Tuition Fees* requires the Superintendent to recommend to the School Board “the tuition fees to be charged nonresident students based on the per capita cost of operations for the preceding session on the elementary level and the secondary level.” Subsequently, per Policy 3-22, “the School Board shall then fix and determine the amount of tuition fees to be charged

The attached fee schedule includes the proposed tuition fees for school year 2018-19 as based on the per capita cost of operations for the preceding session on the elementary and secondary levels. The School Board adopted the fiscal year 2017/18 fee schedule with no increase to nonresident VBCPS employees’ tuition rates at any level and the proposed fee schedule for fiscal year 2018/19 reflects an increase for inflation (CPI) to nonresident VBCPS employees’ tuition rates.

The numbers of students for whom tuition has been collected for various reasons during the current school year FY 2017/18 are as follows:

- **Nonresident VBCPS Employees:** The children of nonresident VBCPS employees may attend VBCPS schools on a tuition basis provided classroom space is available. There are 31 employee nonresident students (17 K-5, & 14 secondary).
- **Other Nonresidents:** There are 17 nonresident students whose parents are paying tuition for various reasons (i.e., custody issues, housing matters, address verification, interstate placement, etc.).
- **F-1 International Students:** There are 8 students that have attended or are attending VBCPS high schools this year on F-1 visas. For reference, School Board Regulation 5-10.3 International Students (in compliance with the “Illegal Immigration Reform and Immigrant Responsibility Act of 1996”) requires students attending public schools on F-1 visas to reimburse public secondary schools for the full, unsubsidized per capita cost of education.

**Source:**

- 8 VAC 20-720-80 *Student Fees and Charges*
- Code of Virginia § 22.1-5 *Regulations concerning admission of certain persons to schools; tuition charges*
- School Board Policy 3-22 *Tuition Fees*
- School Board Policy 5-69 *Fees/Materials/Deposits/Reimbursements*
- School Board Regulation 5-10.1 *Admission Requirements: General*
- School Board Regulation 5-10.3 *International Students*

**Budget Impact:**

Revenues from General Fees typically cover the costs. A total of \$237,836 for FY 2017/18.

## 2017-18 General Fees Schedule & Proposed FY 2018-19 General Fees Schedule

Fee/Assessment	Approved 2017-18 Rate(s)	Proposed 2018-19 Rate(s)
<b>Student Meal Prices</b>		
Paid Lunch - Elementary/Secondary	\$2.85	\$2.85
Reduced Lunch - Elementary/Secondary	\$0.40	\$0.40
Paid Breakfast - Elementary/Secondary	\$1.40	\$1.40
Reduced Breakfast - Elem./Secondary	\$0.30	\$0.30
A la Carte Items - Student	As needed—will not exceed 4% on any items	As needed—will not exceed 4% on any items
<b>Summer School Tuition</b>		
Level I - Summer School (full cost lunch)	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00
Level II - Summer School (reduced cost lunch)	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00
Level III - Summer School (free lunch)	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00
Online Courses (Summer School)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)
Driver's Education, Behind the Wheel (Summer School)	\$299.00	\$299.00
Driver's Education, Classroom Theory (Summer School)	\$109.00	\$109.00
Band Summer Enrichment Program	\$110.00	\$110.00
<a href="#">Strings Summer Enrichment Program</a>	<a href="#">\$100.00</a>	<a href="#">\$110.00</a>
Algebra Prep Program (Summer School)	\$140.00	\$140.00
Getting to Know Pre-Algebra (Summer School)	\$140.00	\$140.00

## 2017-18 General Fees Schedule & Proposed FY 2018-19 General Fees Schedule

<b>Evening Credit Program Tuition (Renaissance Academy)</b>		
Evening Credit Program Tuition	\$300.00 per session <i>(up to 3 one-credit courses)</i> \$200.00 per session <i>(up to 6 one-half credit courses)</i> \$150.00 per credit recovery course	\$300.00 per session <i>(up to 3 one-credit courses)</i> \$200.00 per session <i>(up to 6 one-half credit courses)</i> \$150.00 per credit recovery course
Evening Credit Program Tuition - Reduced Lunch	\$150.00 per session <i>(up to 3 one-credit courses)</i> \$100.00 per session <i>(up to 6 one-half credit courses)</i> \$75.00 per credit recovery course	\$150.00 per session <i>(up to 3 one-credit courses)</i> \$100.00 per session <i>(up to 6 one-half credit courses)</i> \$75.00 per credit recovery course

<b>Fee/Assessment</b>	<b>Approved 2017-18 Rate(s)</b>	<b>Proposed 2018-19 Rate(s)</b>
Evening Credit Program Tuition - Free Lunch	\$75.00 per session <i>(up to 3 one-credit courses)</i> \$40.00 per session <i>(up to 6 one-half credit courses)</i> \$37.50 per credit recovery course	\$75.00 per session <i>(up to 3 one-credit courses)</i> \$40.00 per session <i>(up to 6 one-half credit courses)</i> \$37.50 per credit recovery course
<b>Driver's Education Program Fees</b>		
Behind the Wheel (School Year)	\$219.00	\$210.00
Behind the Wheel (Summer School)	\$299.00	\$299.00
Classroom Theory (Summer School)	\$109.00	\$109.00
<b>Student Transcript Fees</b>		
Current Students - Transcript Requests	\$2.00 (only if mailed)	\$2.00 (only if mailed)
Former Students - Transcript Requests	\$5.00	\$5.00
<b>Student Parking Fees</b>		
General Parking Fees	\$45.00	\$45.00
ATC and Vo-Tech Parking Fee (\$10.00 discount at home school)	\$10.00	\$10.00
Parking Fines	\$25.00	\$25.00
<b>Course Fees (Materials and Other Fees)</b>		
<b>Adult Learning Center - Adult Basic Education Courses</b>		
Registration Fee - VB Residents	\$30.00	\$30.00

## 2017-18 General Fees Schedule & Proposed FY 2018-19 General Fees Schedule

Tuition - Nonresidents	Day Class - \$40 per month Evening Class - \$30 per month	Day Class - \$40 per month Evening Class - \$30 per month
Placement Evaluation Fee	\$5.00 per person	\$5.00 per person
<b>Adult Learning Center - Community Education Courses</b>		
Tuition, texts, and materials	\$23.00 - \$2,399.00	\$23.00 - \$2,399.00
Nonresident surcharge	\$12.00 per course	\$12.00 per course
Processing fee (for transfers/withdrawals)	\$15.00	\$15.00
Adult Student Licensed Practical Nursing (LPN) Program	\$5,978	\$5,978
<b>Adult Learning Center - English for Speakers of Other Languages</b>		
Registration Fee - VB Residents	\$50.00	\$50.00
Tuition - Nonresidents	\$100.00	\$100.00
English for Speakers of Other Languages Textbooks	\$22.00 - \$64.00	\$22.00 - \$64.00
<b>Advanced Technology Center Courses</b>		
Engineering Technology	\$15.00	\$15.00
Digital Design	\$20.00	\$20.00
TCE Career Pathway Summer Enrichment Camps	\$125.00	\$125.00
<b>Business and Information Technology Courses</b>		
Computer Courses	\$4.00 - \$10.00	\$4.00 - \$10.00

Fee/Assessment	Approved 2017-18 Rate(s)	Proposed 2018-19 Rate(s)
<b>Family &amp; Consumer Sciences</b>		
Intro to Culinary Arts I (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Intro to Culinary Arts II (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Intro to Hospitality & Catering (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Resource Management & Independent Living (HS)	\$10.00	\$10.00
Parenting & Child Development (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Child Care Occupations (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Introduction to Design I (HS)	\$20.00	\$20.00
Introduction to Design II (HS)	\$20.00	\$20.00

## 2017-18 General Fees Schedule & Proposed FY 2018-19 General Fees Schedule

Teen Living 6, 7, 8 (MS)	\$12.00 - \$20.00	\$12.00 - \$20.00
<b>Substance Abuse Intervention Program (SAIP)</b>		
SAIP Drug Assessment Requirement	\$125.00-\$205.00 (depends on student's individual insurance coverage)	\$35.00 - \$65.00
<b>Technology Education Courses</b>		
Photo Com/Graphics	\$10.00 - \$15.00	\$10.00 - \$15.00
Electronics	\$10.00 - \$12.00	\$10.00 - \$12.00
Construction Production	\$10.00 - \$15.00	\$10.00 - \$15.00
Engines, Power & Transportation	\$10.00 - \$15.00	\$10.00 - \$15.00
CAD Technical Drawing	\$5.00	\$5.00
Technology Education 6, 7, 8 (MS)	\$5.00-\$15.00	\$5.00-\$15.00
<b>Technical and Career Education Courses</b>		
Practical Nursing I and II (LPN High School)	\$897.00	\$862.50
Cosmetology (tool kits)	\$253.00	\$251.00
Electronics I (lab pack fee)	\$20.00	\$20.00
Electronics II (lab pack fee)	\$30.00	\$30.00
Post-grad Program Completer Fee	\$250.00 per semester	\$250.00 per semester
Dental Assisting I & II Liability Insurance Fee	\$18.50	\$18.50
<b>Middle and High School Summer Programs</b>		
<b>Summer Camps/Programs</b>		
Beginning Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Intermediate Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Career Pathway Summer Enrichment Camps	\$125.00	\$125.00
Cyber Security Summer Camp (ATC)	\$125.00	\$125.00
<b>Nonresident Student Tuition</b>		
VBCPS Employees: Half-Day Kindergarten (ADM eligible, no transportation)	\$1,800	\$1,840
<b>Fee/Assessment</b>	<b>Approved 2017-18 Rate(s)</b>	<b>Proposed 2018-19 Rate(s)</b>
VBCPS Employees: Elementary Level (ADM eligible, no transportation)	\$3,600	\$3,690

## 2017-18 General Fees Schedule & Proposed FY 2018-19 General Fees Schedule

VBCPS Employees: Secondary Level (ADM eligible, no transportation)	\$4,400	\$4,510
Other: Elementary Level (ADM eligible, no transportation)	\$4,400	\$4,500
Other: Secondary Level (ADM eligible, no transportation)	\$5,300	\$5,500
F-1 Student Tuition (Unsubsidized, Not ADM eligible)	\$12,400	\$13,100



**Subject:** Policy Review Committee Recommendations **Item Number:** 12C

**Section:** Action **Date:** May 22, 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 the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their April 10, 2018 meeting.

**Background Summary:**

Policy 3-22 / Tuition Fees

Recommended changes in redundant language. The department sought to change employee group designations.

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of April 10, 2018

**Budget Impact:**

None



## BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

### Tuition Fees

~~It shall be the duty of the appropriate person in the Superintendent's office, by the May meeting of the School Board, to ascertain the per capita cost of operation for the preceding session on the elementary level and the secondary level, which shall be reported to the Superintendent.~~

The School Board will charge tuition fees for certain nonresident students allowed to enroll in the School Division.

#### A. Nonresident, nonemployee's student tuition.

The Superintendent shall recommend to the School Board the tuition fees to be charged nonresident, nonemployees' students based on the per capita cost. The School Board shall then fix and determine the amount of tuition fees to be charged. No tuition charges fixed by the School Board shall exceed the total per capita cost of education, exclusive of capital outlay and debt service, for elementary or secondary pupils and the actual, additional costs of special education or gifted and talented program provided the pupil.

#### B. Nonresident, employees' students

For nonresident employees' students, the tuition fees will be calculated based on the current year's tuition fees, plus annualized inflation (rounded to the nearest ten dollars) based on the most recent Consumer Price Index (CPI) or as otherwise approved by the School Board.

#### C. Additional fees may be charged depending upon the services required.

### Legal Reference:

Code of Virginia § 22.1-5, as amended. Regulations concerning admission of certain persons to schools; tuition charges.

Code of Virginia § 22.1-101.1, as amended. Increase of funds when certain nonresident pupils attend schools; how increase computed and paid; billing of out-of-state placing agencies or persons.

Code of Virginia § 22.1-255, as amended. Nonresident children.

Adopted by School Board: February 16, 1993  
Amended by School Board: April 4, 2000  
Amended by School Board: February 4, 2014

Amended by School Board: 2018

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
CHARTING THE COURSE

## School Board Agenda Item

**Subject:** An Achievable Dream Academy Future (Ad Hoc Committee) **Item Number:** 12D

**Section:** Action **Date:** May 22, 2018

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

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

**Presenter(s):** Marc A. Bergin, Chief of Staff

### Recommendation:

That the School Board approve the establishment of an ad hoc committee to determine the future of An Achievable Dream Academy. The committee will include School Board members Dan Edwards, Sharon Felton, Carolyn Rye and Carolyn Weems, with the School Board Chair serving in an ex-officio capacity; along with Administrators and Community Members as deemed appropriate. The committee will be chaired by a School Board member as determined by the Ad Hoc Committee, and the committee's findings and recommendations will be presented to the School Board in December 2018.

### Background Summary:

Through a unique public/private partnership with Virginia Beach City Public Schools (VBCPS), An Achievable Dream Academy (AADA) currently operates a program at Seatack Elementary School (AADA at Seatack). There is a Memorandum of Understanding (MOU) between VBCPS and AADA requiring the school division to provide school sites for AADA to operate both an elementary program (K-5) and a secondary program (6-12) should certain conditions (e.g., enrollment) be met. During the 2018-19 school year, the 6th grade of AADA will be housed within Lynnhaven Middle School (LMS), with plans for this to continue at LMS for 7th grade in 2019-20. It is not clear that there is space to continue to expand the program at Lynnhaven Middle School for expansion to grade 8 and beyond to grades 9-12. The ad hoc committee will review AADA programming, consider options for a school site for AADA to operate a secondary program (grades 6-12) as required by the MOU, and make a recommendation on the future of AADA to the Board

### Source:

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

### Budget Impact:



**Subject:** Notification of Intent to Apply for Federal Grants for SY2018/19 **Item Number:** 13A

**Section:** Information **Date:** May 22, 2018

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

**Prepared by:** Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning  
Tiffany Jacobs, Grants Manager, Department of Budget and Finance

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

**Recommendation:**

That the School Board accept this notification that the administration intends to apply for the following federal grants for the 2018-2019 school year.

- Title I, Part A Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)
- Title I, Part D Improving the Academic Achievement of the Disadvantaged: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk
- Title II, Part A Preparing, Training, and Recruiting High Quality Teachers and Principals: Teacher and Principal Training and Recruiting Fund
- Title III, Part A Language Instruction for English Learners and Immigrant Students
- Title IV, Part A Student Support and Academic Enrichment Grant

**Background Summary:**

Notification to the public is accomplished through this announcement, through postings on the school division's Internet site, and through a media release from the Department of Media and Communications. Attached for additional information are the anticipated application amounts along with a brief summary of each federal grant program.

**Source:**

Every Student Succeeds Act

**Budget Impact:**

Each grant that is funded will provide revenues for additional resources for schools and the division.

## Intent to Apply for Federal Grants for SY 2018-2019

Name	Description	Anticipated Funding Level
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (LEA)	\$11,952,630
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk	\$272,636
Title II, Part A	Supporting Effective Instruction	\$1,644,963
Title III, Part A	Language Instruction for English Learners and Immigrant Students	\$104,703
Title IV, Part A	Student Support and Academic Enrichment Grant	\$298,029
	<b>Total</b>	<b>\$14,272,934</b>

### **Title I, Part A – Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)**

Title I, Part A, provides supplemental educational services for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. Title I of ESEA provides financial assistance to support instructional programs in school divisions and schools with high numbers or percentages of low-income students to ensure that all children meet challenging content and achievement standards. Title I also authorizes federal grant programs that provide funds for services to migrant children and services to neglected and delinquent children.

### **Title I, Part D – Improving the Academic Achievement of the Disadvantaged: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk**

Title I, Part D, Subpart 2, provides financial assistance to locally-operated correctional facilities for educational services to neglected and delinquent children and youth in locally operated correctional facilities and to other at-risk populations to prepare them for secondary school completion, training, employment, and further education.

### **Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals: Supporting Effective Instruction for Both Public and Private Schools**

The purpose of Title II, Part A, is to: (1) increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

### **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students**

The purpose of Title III, Part A, is to ensure that students who are limited English proficient (LEP), including immigrant children and youth, develop English language proficiency and meet the same challenging State academic content and academic achievement standards that other children are expected to meet.

### **Title IV, Part A- Student Support and Academic Enrichment Grant**

The purpose of the Title IV, Part A, is to improve students' academic achievement by increasing the capacity of divisions to:

- (1) Provide all students access to a well-rounded education
- (2) Improve school conditions for learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital access for all students.



Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

☒ Original

☐ Revision:  
Revision #  
Date:

☐ Explain  
Amendment:  
Amendment #  
Date:

Explain

**A. COVER PAGE**

Title I, Part A, Improving Basic Programs

2018-2019 Individual Program Application

Due by July 1, 2018

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency) VA BEACH CITY PUBLIC SCHOOLS	Division Number 128	Title I, Part A, Coordinator Cristina N. Alsop	
Mailing Address (Street, City or Town, Zip Code) 2512 George Mason Dr., Virginia Beach, VA 23456	Phone: 757-263-1450	Ext:	
Email: Cristina.alsop@vbschools.com			

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under *ESEA*. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page must be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held.

on June 11, 2018 .

Superintendent's Signature

Aaron C. Spence, Ed.D.

Superintendent's Name

June 11, 2018

Date

Board Chairperson's Signature

Beverly M. Anderson

Board Chairperson's Name

June 11, 2018

Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

**APPLICATION INFORMATION**

<b>2017-2018 Allocation</b>	<b>2017-2018 Consolidated Yes or No</b>	<b>ELIGIBLE PROGRAM</b>	<b>2018-2019 Allocation Total</b>
11,952,630.93	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	11,952,630.93

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

<b>Program from which funds will be transferred</b>		<b>Select program(s) TO which funds will be transferred:</b>	<b>Amount</b>
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

<b>Program from which funds will be transferred</b>		<b>Select program(s) TO which funds will be transferred:</b>	<b>Amount</b>
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	



**B. PROGRAM OVERVIEW (2 PAGES)**

In narrative format:

Describe how the local educational agency will monitor student's progress in meeting the challenging State academic standards by:

- a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- b. identifying students who may be at risk for academic failure;
- c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic stadards; and
- d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

1. Describe the division's instructional program as supported by the federal grant. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.

In Virginia Beach City Public Schools (VBCPS), the Department of Teaching and Learning provides a comprehensive continuum of rigorous, authentic curricula and assessments while supporting differentiated instruction focused on equity and excellence for 21st century learners. The VBCPS curriculum is aligned to the Virginia SOLs in order to meet annual measurable objectives in English, mathematics, science and history. The Title I program is designed to provide additional support for students in pre-kindergarten through eighth grade using the small group intervention model for literacy, mathematics and science and to provide support to classroom teachers using the coaching model. Title I, Part A, funds will continue to support the schoolwide model in fifteen schools in 2018-2019. The overarching focus of the fifteen schools will be literacy and mathematics; however, schools may utilize individual school Title I funds to support science, history, art and music when noted as a part of their VBCPS Plan for Continuous Improvement and Title I, Part A, Addendum. Schools may also select to enhance the curriculum through providing opportunities for students to work in the area of STEM. This may include, but not limited to coding activities.

Title I schools were identified using low-income data and two grade spans, PK-5 and 6-8. Title I, Part A, funds are used to supplement the VBCPS instructional program. The Title I team supplements the curricular and instructional work of the division and, as integral members of the Department of Teaching and Learning, works closely with the coordinators and instructional specialists to ensure alignment with the VBCPS objectives and to provide support to supplement student achievement. Data collected from the DRA2, PALS, Houghton Mifflin Harcourt Reading Inventory, TenMarks, Achieve3000, SOLs, schoolwide and division assessments, classroom observations and tier support meetings are used to identify professional development, resources and interventions that will be funded by the Title I, Part A, grant. Schools will specifically identify needs and how they will use their discretionary funds. Division funds may be used to support division Title I programs based on needs identified, such as Title I summer slide reading, Title I STEM camp, Title I math hands-on exploration, etc.

**B. PROGRAM OVERVIEW (CONTINUED)**

2. Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed.

The Title I team collaborates with the Department of Planning, Innovation and Accountability to receive and review divisionwide data for Title I schools. The data points for each school are used to determine patterns of growth and areas of need. The Standards of Learning scores and data analysis of the Student Performance by Question provide valuable information as the Title I team works with schools to develop a Plan for Continuous Improvement (PCI) and Title I, Part A, Addendum. The PCI and Title I, Part A, Addendum goals and strategies become the driving force for schools to plan their Title I budget. Data collected from the DRA2, PALS, Houghton Mifflin Harcourt Reading Inventory, TenMarks, Achieve3000, SOLs, schoolwide and division assessments, classroom observations and tier support meetings are used to identify professional development, resources and interventions that will be funded by the Title I, Part A, grant. During the 2017-2018 school year, the VBCPS Department of School Leadership held support meetings for all schools in the division. During these meetings, school administrators shared schoolwide data along with areas of strengths and weaknesses to further determine schools' needs. Discussions included a review of the data collected from classroom learning walks. Title I team participated in classroom learning walks to collect data on student learning as another measure to determine instructional needs.

3. Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment.

(1) Reading: Small group instruction utilizes the Jan Richardson model and includes targeted assessments, data analysis to identify specific strategies for student needs and guided writing. Instruction focuses on the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension using twelve strategic actions. Leveled Literacy Intervention (LLI) is utilized in Title I kindergarten and with intervention tutors. Literacy workstations are implemented to provide students with authentic learning tasks. Imagine Learning instructional software is used to supplement individualized language and literacy instruction. The software focuses on oral language, academic vocabulary and instruction in the five essential components of reading. (2) Mathematics: Guided Math instruction provides teachers with a format that is flexible in order to meet the diverse needs of their students. This format focuses on conceptual understanding, problem solving ability and computational fluency. Mathematics workstations are implemented to provide students with authentic tasks to engage with problem solving and computational practice. Scholastic Math Reads are provided for kindergarten through fifth grade. (3) Instructional Coaching is implemented to build teacher capacity through professional growth in the areas of literacy, numeracy and science with pre-conferencing, co-planning, co-teaching, modeling, data analysis and post-conferencing. The focus for each teacher is differentiated based on growth areas.

4. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school.

Each Title I school selects a teacher to act as a family engagement (FE) liaison, coordinate the school FE events and receive training with a focus on engaging families. Two parents from each school serve on the Title I Family Review Committee. The Title I Family Review Committee reviews the upcoming application and provides input. Administrators work with the FE liaison, School Planning Council and teachers to develop a FE plan and budget. All FE events must focus on providing parents with the knowledge/resources to support their child at home. Teachers are also provided with strategies for collaborating with families. Parental involvement activities also include the Title I Build a Home Library program. Families receive books throughout the year beginning with a kindergarten readiness packs. To focus on social-emotional outcomes, families receive one book per quarter focused on a core value. To end the year, all students self-select six to ten books for summer reading at home. Parents also receive tips for working with their child at home and are invited to attend family engagement events throughout the year focused on building the love of literacy.

### C. COORDINATION OF SERVICES

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The Virginia Beach City Public Schools Title I team works strategically with various partners to provide an effective Title I program in eligible elementary and middle schools. The Title I team is assigned to the Department of Teaching and Learning and works in partnership with stakeholders to ensure supplemental services are aligned with federal, state and local expectations to support Title I schools. The Title I director and instructional specialists work with colleagues to provide meaningful professional development and onsite instructional support including multiple forms of coaching. The Title I team collaborates with various division departments and offices, including, but not limited to, the Departments of School Leadership, Technology, Human Resources, Budget and Finance, Media and Communications, Transportation and the Office of Programs for Exceptional Children, to provide strategic support to the Title I schools. Title I staff works with the division's homeless liaison to provide supplemental support through funding a social worker and additional tutoring, transportation and supplies.

The Title I Saplings program is a collaboration between Title I and the Office of Programs for Exceptional Children's gifted coordinators and instructional specialists and provides students opportunities to explore outside the classroom with trips to places like Chrysler Museum. To ensure smooth entry into kindergarten, the school division has procedures in place for preschool children to transition from early childhood programs. The Title I director is a member of the city's GrowSmart team and also works with the Virginia Preschool Initiative. The Title I director works with VBCPS staff and other community members, ranging from local preschool directors to military support personnel, who provide educational suggestions and support for preschool readiness, family engagement and instructional alignment. Title I, Part A, also supports a Reading Bus for children ages two to five and their parents to participate in engaging and interactive early literacy activities. Title I has an MOA with Virginia Beach City's Head Start program.

### D. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Virginia Beach City Public Schools facilitates effective transitions for students from middle grades to high school and from high school to postsecondary education through comprehensive school counseling programs at all secondary schools which afford students the opportunity to complete career interest inventories along with academic and career plans, and receive career advisement. Additionally, the school division conducts programs designed to address transitions and coordinates efforts with local business owners, institutions of higher education, and local organizations. Furthermore, VBCPS works intentionally to increase student access to Advanced Placement, International Baccalaureate, dual and concurrent enrollment, as well as technical and career education coursework. VBCPS also uses the National Math Science Initiative (NMSI) college readiness program. NMSI is a grant awarded to VBCPS to assist with raising the academic bar in Math, Science and English in high schools through teacher training, student tutoring and advanced placement exam cost assistance. The program's goal is to increase access and success in rigorous coursework to support college and career readiness. VBCPS has secured the services of Equal Opportunity Schools (EOS) to work with two high schools to ensure students of all backgrounds have equal access to America's most academically intense high school programs and particularly that low-income students and students of color have opportunities to succeed at the highest levels.

### E. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

In support of our division's strategic plan, Compass 2020, steps have been made to expand Positive Behavioral Intervention Supports (PBIS) in schools to ensure multi-tiered systems of supports for students to reduce the discipline practices that remove students from the classroom. To participate in PBIS, schools were identified by referral rates, suspension rates, and readiness. Staff are being trained on conflict remediation and the culturally responsive classroom. Disaggregated discipline data by gender and ethnicity is reviewed by central office staff monthly and shared with building principals for actionable responses.

**F. MEASURABLE OBJECTIVES**

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Note: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessments.

**Measurable Objective 1:**

One hundred percent of Title I kindergarten students will score 100 or above out of 121 possible points on the locally developed kindergarten assessment. The assessment will be given as a formative assessment at the beginning and end of the 2018-2019 school year.

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

The full-day kindergarten model is used to focus on providing individualized instruction to meet each child's needs. A) Students are provided with an additional half-day of kindergarten beyond what is funded by VBCPS. Students will receive 35 additional minutes of mathematics instruction and 120 additional minutes of literacy instruction daily. B) Small group instruction will be provided based on student data collected through formative assessments and the VBCPS kindergarten assessment. C) Students identified with the greatest needs in literacy will receive an additional literacy small group daily in the Leveled Literacy Intervention program from their classroom teacher. D) Kindergarten teachers will receive support through coaching from the Title I reading teacher and Title I mathematics specialist. E) Teachers will continue to use data from assessments to form their small groups and provide personalized instruction for all students. In addition, the Imagine Learning computer-adaptive program will be used to provide an individualized computer-based instruction. The data will be reviewed by teachers to inform their small group instruction. A focus on social emotional learning will continue with Dan St. Romain training to support our teachers in supporting student behavior and engage our youngest learners.

**Measurable Objective 2:**

On the spring 2019 Standards of Learning mathematics assessment, all Title I schools will increase the number of students scoring at or above the proficient level by ten to fifteen points. Schools with 90% or more scoring at or above the proficient level will increase the number of students scoring advanced proficient.

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

Standards of Learning assessment scores reveal a need in the area of classroom Tier I instruction. Teachers who are properly licensed and endorsed will provide purposeful effective classroom instruction for all students focused on the VBCPS objectives and the student areas of need. A) Title I mathematics specialists will support classroom teachers through the Instructional Coaching model. B) The Instructional Coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. C) Title I mathematics specialists will work with students in small groups to provide focused remediation instruction during the last nine weeks. D) Trained tutors will provide support for Tier II and III students using student data. E) Relevant professional development to support mathematics instruction will be provided through coaching and professional conferences in and outside of the division. F) Professional development will be provided for Title I mathematics specialists through monthly planning sessions, division coordinators and instructional specialists and professional consultants. G) The Guided Math model will be used to target student needs during mathematics instruction.

**F. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 3:**

On the spring 2019 Standards of Learning English assessment, all Title I schools will increase the number of students scoring at or above the proficient level by ten to fifteen points. Schools with 90% or more scoring at or above the proficient level will increase the number of students scoring advanced proficient.

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

Standards of Learning assessment scores reveal a need in the area of classroom Tier I instruction. Teachers who are properly licensed and endorsed will provide purposeful effective classroom instruction for all students focused on the Virginia Beach objectives and the student areas of need. A) Title I reading teachers will support classroom teachers through the Instructional Coaching model. B) The Instructional Coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. C) Title I reading teachers will work with students in small groups to provide focused remediation instruction. D) Trained tutors will provide support for Tier II and III students using student data. E) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences in and outside of the division. F) The Leveled Literacy Intervention program will be used by Title I reading teachers and trained tutors. G) The Imagine Learning computer-based program will be used in grades kindergarten through third. H) Professional development will be provided for Title I reading teachers through monthly planning sessions, division coordinators and instructional specialists and professional consultants.

**Measurable Objective 4:**

The Family Engagement participation average will increase by 10 percent from the previous school year's participation average during the 2018-2019 school year following implementation of division and school initiatives.

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

A) Division-level professional development for schools will be provided by the Title I team. B) Title I schools will develop, implement and monitor a schoolwide family engagement plan. C) Each Title I school will identify a family engagement liaison. D) Title I schools will identify two parents for the Title I Family Review Committee. E) Family Engagement events at each school will focus on providing instructional knowledge and resources to parents. F) Schools will analyze their attendance data for each event and make note of lessons learned and next steps. G) Family Engagement Policies will be co-written by parents and teachers at each Title I school. H) Title I schools will hold an annual Title I meeting with parents to share information about programs. I) At-home reading materials to support the Build a Home Library initiative will be provided to all families with tips for reading at home.

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Measurable Objective 6:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:

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

Measurable Objective 8:

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

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 9:

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

Measurable Objective 10:

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



**G. DETAIL BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object code totals are to be entered on the Budget Sheet under the appropriate area.

Do the totals equal the Budget Summary sheet?

**Yes**

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. **Required if staff positions are to be funded by federal funds.**

Title I, Part A, funds will be used to support division and school allocations. Division allocations include the Title I director and 4 specialists/coordinator who oversee the Title I program, an office associate, a social worker for homeless support, Pre-K resource teachers, Pre-K family engagement specialists, and a Pre-K office associate. Full-time school allocations include 23 reading teachers, 25 mathematics specialists, an additional guidance counselor for middle school, 29 kindergarten teachers and assistants plus one for middle school, a science resource teacher and gifted resource teacher. Behavior analyst teacher for Pre-K. Part-time positions include tutors/interventionist for Tier II/III and homeless students, Reading Bus staff who support children ages 2-5, and a clerical support person. Title I, Part A, funds provide stipends for FE liaisons, Title I grade level chairs, STEM sponsors, and Summer program coordinators; bus drivers for field trips, tutoring, summer programs and homeless; workshop pay for professional learning (PL) outside the regular school day, including STEM and Summer Slide; staff for summer programs, including teachers/assistants, custodians and nurses due to the reduction in staff during the summer months; substitutes for teachers out for PL. Title I, Part A, also funds Title I teachers' sick and personal leave.

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Set Aside Category	FUNDING AMOUNTS	FTEs
Director(\$88,782.79) 4 Spec/Coord.(\$310,405.24) Assoc.(\$45,425.51)	Division	444,613.55	6.00
Tutors remediation (\$90,000), Interventionists (\$326,726.40)	Division	416,726.40	
Workshop Pay: Saplings Program and Staff Training	Division	8,000.00	
Kindergarten: 29 Teachers	Division	1,530,291.43	29.00
Kindergarten: 29 Assistants	Division	639,742.43	29.00
STEM/Summer Slide teachers/assistants/stipends/nurses/custodians)	Division	250,000.00	
Bus Drivers: division field trips, tutoring, and summer programs	Division	45,000.00	
Substitutes: division Professional Learning and FTE sick and personal	Division	90,000.00	
School-based Specialist/Teachers Differential (reading/math/science)	Division	652,117.72	
(PI) 2 Family Engagement Specialists	Early Childhood	162,567.89	2.00
4 Pre-K Resource (\$236,718.84) 1 Behavior Teacher (\$61,399.66)	Early Childhood	298,118.50	5.00
1 Art/Music Teacher	Early Childhood	61,289.10	1.00
1 Office Associate	Early Childhood	47,831.19	1.00
Bus Drivers for students out of zone	Early Childhood	25,000.00	
Liaison(\$48,114.54);Tutors(\$10,000);Bus (\$1,500)	Homeless	59,614.54	1.00
Reading Bus and clerical support	Parent and Family Engagment	50,000.00	
(School) Specialists: 23/Read, 25 Math, 1 Sci, 1 Gifted		2,301,300.00	50.00
(School)1 MS Counselor (\$51,482.69); 1 MS TA (\$19,494.15)		70,976.84	2.00
(School) Staff Workshop Pay (\$15,000), Tutors (10,000)		25,000.00	
(School) Substitutes: Professional Learning		10,000.00	
(School) Stipends: Title I Chair (\$15,000) / STEM Robotics (\$28,000)		43,000.00	
(School) Stipends: Family Engagement (PI) (\$15,000)	Parent and Family Engagment	15,000.00	
Total for Object Code:		7,246,189.59	126.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

FICA 7.65%; VRS 15.68%; RHIC 1.20%; HEALTH \$8,056 per person; LIFE 1.31%

Item Description	Set Aside Category	Total Cost
Director(\$30,997.47) 4 Inst. Spec./Coord.(\$112,432.71) Office Assoc.(\$19,793.95)	Division	163,224.14
Tutors for School-wide remediation (\$6,885), Interventionists (\$24,994.57)	Division	31,879.57
Workshop Pay: Saplings Program and Staff Training	Division	612.00
Kindergarten: 29 Teachers	Division	629,051.31
Kindergarten: 29 Assistants	Division	406,989.44
STEM/Summer Slide Reading (teachers, assistants, stipends, nurses and custodians)	Division	19,125.00
Bus Drivers: division-sponsored field trips, tutoring, and summer programs	Division	3,442.50
Substitutes: division-sponsored Professional Learning and FTE sick and personal	Division	6,885.00
(PI) 2 Family Engagement Specialists	Early Childhood	58,925.14
4 Pre-K Resource (\$93,392.15), 1 Behavior Intervention Teacher (\$23,921.67)	Early Childhood	117,313.82
1 Art/Music Teacher	Early Childhood	24,698.70
1 Office Associate	Early Childhood	20,415.58
Bus Drivers for students out of zone	Early Childhood	1,912.50
Homeless Liaison (\$20,488.80); Tutors (\$765); Bus Drivers (\$114.75)	Homeless	21,368.55
Reading Bus and clerical support	Parent and Family Engagmen	3,825.00
(School) Specialists: 23/Read, 25 Math, 1 Sci, 1 Gifted		1,167,574.35
(School) 1 MS Counselor; 1 MS TA		34,452.42
(School) Staff Workshop Pay; Tutors		1,912.50
(School) Substitutes: Professional Learning		765.00
(School) Stipends: Grade Level Chair and STEM Afterschool		3,289.50
(School) Stipends: Family Engagement (PI)	Parent and Family Engagmen	1,147.50
Total for Object Code:		2,718,809.52

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

Title I, Part A, funds will provide various resources through contracted services: (A) 500 Administrators and staff from Title I schools will participate in the 6th annual Title I Summer Conference to receive professional learning from keynote speaker(s) as well as division staff. (B) Title I funds will be used to support professional development outside of the school division through conferences. (C) Support outreach and field trip opportunities (VASC, MOCA, Sandler Center, Children's Museum, Hunt Club, Zoo, etc. (D) Purchase remediation/enrichment technology; Legends of Learning, NearPod, Flocabulary, Imagine Learning, Stora or e-book program. (E) The Title I Admin and Title I Crate digital resource will provide support for the Title I team in the implementation of Title I programs. (F) Title I, Part A, funds will support reprographics for division- and school-level family engagement announcements as well as the purchase of food for family engagement events.

Item Description	Set Aside Category	Total Cost
Title I Summer Conference Speakers (PD)	Division	12,000.00
Division-sponsored on-site professional development (PD)	Division	40,000.00
Professional development conference outside the division (PD)	Division	60,000.00
Division-sponsored field trips and outreach programs	Division	30,000.00
Food for division family engagement events (4 events @ \$150 each)	Parent and Family Engagmer	600.00
Division-sponsored reprographics for FE activities /communications / Reading Bus	Parent and Family Engagmer	5,000.00
Imagine Learning computer-based reading program for kindergarten through 3rd grade	Division	221,000.00
Storia, Title I Admin and other technology services and applications	Division	45,000.00
Field trips and outreach programs	Early Childhood	17,000.00
(PI) Reprographics for family engagement activities and communications	Early Childhood	7,000.00
(PI) Food for family engagement events	Early Childhood	1,000.00
Professional development conferences outside the division (PD)	Early Childhood	10,000.00
(School) food for family engagement events	Parent and Family Engagmer	10,000.00
(School) reprographics for family engagement activities and communications	Parent and Family Engagmer	1,000.00
(School) Professional development conferences outside the division		10,000.00
(School) technology programs/services to support remediation/enrichment		100,000.00
(School) field trips and outreach programs		30,000.00
Total for Object Code:		599,600.00

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000**

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

The following resources will be needed to implement and maintain the Title I programs: supplies for homeless and neglected students to support each student during and outside of the instructional day; supplies for the Reading Bus activities and books for students and their families; instructional supplies for division-sponsored programs and events; books for the Build a Home Library program (books are given for kindergarten readiness as students register for school, each student receives a book each quarter focused on social emotional themes, and students receive six to ten self-selected books for summer reading); food purchases from outside vendors for family engagement events.

Division purchase of wireless devices to support students with internet access at home. Administrative office supplies to support the administrative team. Purchases for Pre-K instructional, administrative and family engagement. Schools will make resource purchases based on approved schoolwide plans. Various items may include, but not limited to, makerspace materials, coding items, books for literacy instruction, manipulatives for math instruction, etc.

Item Description	Set Aside Category	Quantity	Total Cost
Instructional Materials/Supplies for Division Programs and Trainings	Division		50,500.00
Instructional Materials/Supplies for Division Summer Programs	Division		50,000.00
Office Supplies to Support Administrative and Office Staff	Division		1,500.00
Instructional Materials/Supplies for the Program	Early Childhood		4,000.00
(PI) Instructional Materials/Supplies for Family Engagement Events	Early Childhood		7,000.00
Office Supplies to Support the Program	Early Childhood		500.00
Instructional Supplies for Homeless Students	Homeless		2,000.00
Reading Bus Supplies	Parent and Family Engagn		2,000.00
Books for Build a Home Library	Parent and Family Engagn		420,000.00
Food for Division Family Engagement Events (4 events @ \$100)	Parent and Family Engagn		400.00
(PI) Wireless devices for students to use at home for technology	Parent and Family Engagn		20,000.00
Instructional Supplies for Neglected Students	Neglected/Delinquent		4,000.00
(School) (PI) Instructional Supplies for Family Engagement Events	Parent and Family Engagn		100,000.00
(School) (PI) Food for Family Engagement Events	Parent and Family Engagn		19,983.77
(School) Instructional Supplies for Classroom Instruction and PD			206,409.83
Total for Object Code:			888,293.60

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity



**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- **Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- **Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- **Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- **Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- **Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)
- **Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- **Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- **Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- **Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).
- **Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

#### Capital Outlay Replacement

- **Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- **Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

- **Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**H. BUDGET SUMMARY**

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

<b>OBJECT CODE</b>	<b>EXPENDITURE</b>	<b>AMOUNT BUDGETED Title I, Part A</b>	<b>Does Budget Summary match Detail Budget tab?</b>
<b>1000 - Personal Services</b>	Administration	492,444.74	
	Teachers	4,843,116.75	
	Paraprofessionals	659,236.58	
	Teacher Incentives	0.00	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	227,567.89	
	Other	1,023,823.63	
	Total Personal Services	7,246,189.59	<b>Yes</b>
<b>2000 - Employee Benefits</b>	Fixed Charges (Administrative and Instruction)	2,654,911.88	
	Teacher Incentives	0.00	
	Fixed Charges (Parent and Family Engagement)	63,897.64	
	Private School Set-Aside	0.00	
	Total Employee Benefits	2,718,809.52	<b>Yes</b>
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)	0.00	
	Evaluation Services	0.00	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	24,600.00	
	Professional Development	132,000.00	
	Tutoring Services	0.00	
	Other	443,000.00	
	Total Purchased/Contracted Services	599,600.00	<b>Yes</b>
<b>4000 - Internal Services</b>			
	Pupil Transportation	106,400.00	
	Food Services		
	Private School Set-Aside	0.00	
	Parent and Family Engagement	1,800.00	
	Other	0.00	
	Total Internal Services	108,200.00	<b>Yes</b>
<b>5000 - Other Charges</b>	Equipment for Instruction	0.00	
	Travel (Staff/Administrative)	123,000.00	
	Maintenance/Operation of Plant	0.00	
	Indirect Cost	268,538.22	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	0.00	
	Other	0.00	
	Total Other Charges	391,538.22	<b>Yes</b>

<b>6000 - Materials and Supplies</b>	Administration	2,000.00	
	Instructional	316,909.83	
	Private School Set-Aside	0.00	
	Other	0.00	
	Parent and Family Engagement	569,383.77	
	Total Materials and Supplies	888,293.60	<b>Yes</b>
<b>8000 - Capital Outlay</b>	Equipment for Instruction	0.00	
	Remodeling	0.00	
	All Other Equipment	0.00	
	Total Capital Outlay	0.00	<b>Yes</b>
<b>TOTAL BUDGET</b>		<b>11,952,630.93</b>	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>	
<b>Does Total Budget above equal the 2018-2019 Allocation on the "Narrative &amp; Detail Budget" Tab?</b>		<b>Yes</b>	

## I. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Amount Budgeted														
Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B		
Title II, Part A, Transferability Award S367A180044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A180048 Project Code APE60019	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	EL	EL	EL	EL	Title II, Part A, Transferability	Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
Amount Transferred to Program	0.00	0.00												
OBJECT CODE - EXPENDITURE TYPE														
1000 - Personal Services														
Administration	0.00	0.00												
Teachers	0.00	0.00												
Paraprofessionals	0.00	0.00												
Teacher Incentives	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Professional Development	0.00	0.00												
Value of professional development personnel-related services or stipends on behalf of private schools														
Other	0.00	0.00												
Total Personal Services	0.00	0.00												
2000 - Employee Benefits														
Fixed Charges (Administrative and Instruction)	0.00	0.00												
Teacher Incentives	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Fixed Charges (Parent and Family Engagement)	0.00	0.00												
Fixed Charges (Professional Development)	0.00	0.00												
Value of professional development personnel-related benefits on behalf of private schools														
Total Employee Benefits	0.00	0.00												
3000 - Purchased/Contracted Services														
Supportive Services (Med., Dental)	0.00	0.00												
Evaluation Services	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Professional Development	0.00	0.00												
Teacher Quality (i.e., assessments; recruitment)														
Tutoring Services	0.00	0.00												
Other	0.00	0.00												
Total Purchased Contracted Services	0.00	0.00												

<b>4000 - Internal Services</b>														
Pupil Transportation	0.00	0.00												
Food Services	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Professional Development	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Other	0.00	0.00												
Total Internal Services	0.00	0.00												
<b>5000 - Other Charges</b>														
Travel (Staff/Administrative)	0.00	0.00												
Maintenance/Operation of Plant	0.00	0.00												
Indirect Cost	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Professional Development	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Other	0.00	0.00												
Total Other Charges	0.00	0.00												
<b>6000 - Materials and Supplies</b>														
Administrative	0.00	0.00												
Instructional	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Professional Development	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Other	0.00	0.00												
Total Materials and Supplies	0.00	0.00												
<b>8000 - Capital Outlay</b>														
Equipment for Instruction	0.00	0.00												
Buildings	0.00	0.00												
Remodeling	0.00	0.00												
Professional Development	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
All Other Equipment	0.00	0.00												
Total Capital Outlay	0.00	0.00												
<b>TOTAL BUDGET</b>	<b>0.00</b>	<b>0.00</b>												
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>	<b>0.00</b>	<b>0.00</b>												
Does Budget Match Amount Transferred to Program?	Yes	Yes												



Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.  
The amounts by program and object code totals are to be entered on the Budget Sheet under the appropriate area.  
Do the totals equal the Transferability Budget Summary?

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Total for Object Code:		0.00	0.00
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Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

[illegible]

Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services. Public school choice pupil transportation for Title I, Part A, if applicable, should be included here (if your division is paying this expense from other sources, indicate this in your narrative). The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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Provide a description for expenses related to object code 5000. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

Total for Object Code:	0.00
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**J. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS.

The Title I staff ensures equitable access for all Title I students to the programs funded through the Title I, Part A, grant. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.



**K. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS**

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

Virginia Beach City Public Schools does not have any targeted assistance schools.

**L. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2018-2019**

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2018-2019 :

Point O'View Elementary

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

Virginia Beach City Public Schools did not apply for a schoolwide waiver.

Was the waiver granted by the SEA?

Yes

No

**M. TARGETED ASSISTANCE PROGRAMS**

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. ***Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.***

Please include staff FTE and percentage qualified for both the 2017-2018 and 2018-2019 school years.				
Staff Category	Staff FTE 2017-2018	Percentage Qualified 2017-2018	Staff FTE 2018-2019	Percentage Qualified 2018-2019
Teachers				
Paraprofessionals				
Other Paraprofessionals				
Clerical support staff				
Administrators (nonclerical)				

**SCHOOLWIDE PROGRAMS**

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. *This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.*

	Paraprofessionals FTE 2017-2018	Percentage Qualified 2017-2018	Paraprofessionals FTE 2018-2019	Percentage Qualified 2018-2019
Paraprofessionals	189	0.98	205.00	100.00

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Virginia Beach City Public Schools does not hire out-of-field teachers. In some instances the division provides financial incentives for new teacher hires in critical shortage areas in schools in need of support. This allows the division to attract effective and experienced teacher candidates. Special staffing considerations and allowances are given to principals at these schools. The division also provides robust mentorship and professional development programs for teachers.

Teachers and administrators work collaboratively using the teacher evaluation system to address needs for improvement and performance concerns. The division provides a wide range of resources to support teacher growth and development and to address ineffective practices. The Department of Teaching and Learning and Office of Professional Growth and Innovation play vital roles.

☒ The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Improvement.

**O. TITLE I, PART A, MAINTENANCE OF EFFORT**

**Average Per Pupil Expenditure from Non-Federal Funds:**

(A)For FY Ending June 30, 2016

(B)For FY Ending June 30, 2017

**P. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS**

**SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")**

<input checked="" type="checkbox"/>	Free/Reduced Lunch/Household Applications	<input checked="" type="checkbox"/>	CEP
<input type="checkbox"/>	Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	Children Eligible for Medicaid
		<input type="checkbox"/>	Most Recent U. S. Census Bureau Information

**ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")**

<input checked="" type="checkbox"/>	Grade-Span Ranking - select the Grade Span(s) you are serving below	<input type="text"/>	Rank Order	<input type="text"/>	Division Average
First Grade Span	<input type="text" value="PK - 05"/>	Second Grade Span, if applicable		<input type="text" value="06 - 08"/>	

**PRIVATE SCHOOL MEMBERSHIP**

Is your school division in the Bypass for Private Schools?

☒ Yes

☐ No

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes

No

No Private Schools

**ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)**  
**After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.**

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Member-ship	Low-Income Public School Member-ship	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
Seatack Elementary an Achievable Dream Ac	KG - 05	390		253	253	Yes	Yes	390	100.00%
Parkway Elementary	PK - 05	466		284	284	Yes	Yes	454	97.51%
Diamond Springs Elementary	PK - 01	628		340	340	Yes	Yes	544	86.62%
Williams Elementary	04 - 05	504		271	271	Yes	Yes	434	86.03%
Newtown Elementary	02 - 03	525		266	266	Yes	Yes	426	81.07%
Holland Elementary	PK - 05	608		306	306	Yes	Yes	490	80.53%
College Park Elementary	PK - 05	570		424	424	No		424	74.39%
Bayside Middle	06 - 08	646		477	477	No		477	73.84%
Bayside Sixth Grade Campus	06 - 06	425		312	312	No		312	73.41%
Lynnhaven Elementary	PK - 05	437		309	309	No		309	70.71%
Birdneck Elementary	PK - 05	603		418	418	No		418	69.32%
Rosemont Elementary	PK - 05	446		304	304	No		304	68.16%
Green Run Elementary	PK - 05	396		265	265	No		265	66.92%
Point O' View Elementary	PK - 05	708		445	445	No		445	62.85%
Brookwood Elementary	PK - 05	624		389	389	No		389	62.34%
Bayside Elementary	PK - 05	500		301	301	No		301	60.20%
Windsor Oaks Elementary	PK - 05	590		353	353	No		353	59.83%
Green Run High	09 - 12	1362		797	797	No		797	58.52%
White Oaks Elementary	PK - 05	592		335	335	No		335	56.59%
Luxford Elementary	PK - 05	536		303	303	No		303	56.53%
Pembroke Elementary	PK - 05	577		325	325	No		325	56.33%
Bayside High	09 - 12	1817		1018	1,018	No		1,018	56.03%
Larkspur Middle	06 - 08	1500		838	838	No		838	55.87%
Shelton Park Elementary	PK - 05	417		225	225	No		225	53.96%
Corporate Landing Elementary	PK - 05	495		266	266	No		266	53.74%
Thalia Elementary	PK - 05	608		311	311	No		311	51.15%
Windsor Woods Elementary	PK - 05	420		212	212	No		212	50.48%
Arrowhead Elementary	PK - 05	520		261	261	No		261	50.19%
Brandon Middle	06 - 08	1163		580	580	No		580	49.87%
Plaza Middle	06 - 08	1059		507	507	No		507	47.88%
Corporate Landing Middle	06 - 08	1218		583	583	No		583	47.87%
Green Run Collegiate	09 - 12	319		151	151	No		151	47.34%
Woodstock Elementary	PK - 05	694		328	328	No		328	47.26%
Malibu Elementary	PK - 05	435		204	204	No		204	46.90%
King's Grant Elementary	PK - 05	575		266	266	No		266	46.26%
Kempsville Meadows Elementary	PK - 05	498		230	230	No		230	46.18%
Pembroke Meadows Elementary	PK - 05	515		228	228	No		228	44.27%
Indian Lakes Elementary	PK - 05	607		268	268	No		268	44.15%
Independence Middle	06 - 08	1213		528	528	No		528	43.53%
W.T. Cooke Elementary	PK - 05	542		232	232	No		232	42.80%
Virginia Beach Middle	06 - 08	840		348	348	No		348	41.43%
Tallwood Elementary	PK - 05	607		245	245	No		245	40.36%
Salem Middle	06 - 08	1057		425	425	No		425	40.21%
Landstown Elementary	PK - 05	781		313	313	No		313	40.08%
Tallwood High	09 - 12	1932		768	768	No		768	39.75%
Glenwood Elementary	PK - 05	1017		404	404	No		404	39.72%
Alanton Elementary	PK - 05	614		243	243	No		243	39.58%
Providence Elementary	PK - 05	572		223	223	No		223	38.99%
Kempsville High	09 - 12	1603		619	619	No		619	38.62%
Hermitage Elementary	PK - 05	688		264	264	No		264	38.37%
Salem High	09 - 12	1684		646	646	No		646	38.36%

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Total		68087	0	26644	26644			27,661	

<b>Divisionwide Average</b>	<b>40.6%</b>
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**Grade Span Averages**

<b>Grade Spans</b>	<b>Grade Span Average</b>
PK - PK	
PK - KG	
PK - 01	86.6%
PK - 02	
PK - 03	
PK - 04	
PK - 05	42.0%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	100.0%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	86.0%
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	73.4%
06 - 07	
06 - 08	40.8%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	34.9%
10 - 12	
11 - 12	



**Q. REQUIRED AND ALLOWABLE SET-ASIDES FOR DIVISIONS OPERATING TITLE I, PART A, BASIC PROGRAMS**

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Comprehensive Support and Improvement and Targeted Support and Improvement)		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			597,631.55
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted	0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
<b>DIVISION LEVEL: PROGRAM ADMINISTRATION</b>			
	(1000) Personal Services - Nonsalary Differential		3,424,373.81
	<u>(1000) Personal Services - Salary Differential</u>		652,117.72
	(2000) Employee Benefits (Fixed Charges)		1,261,208.96
	(3000) Purchased/Contracted Services		408,000.00
	(4000) Internal Services		25,000.00
	(4000) Other Charges		0.00
	(5000) Other Charges		344,538.22
	(6000) Materials and Supplies		102,000.00
	(8000) Capital Outlay		0.00
<b>Initiatives</b>			
	Title I Early Childhood Program		972,572.42
	Private School Services (as necessary; not applicable for bypass divisions)		
	These funds are in addition to school-level allocations for private school services.		0.00
<b>Parent and Family Engagement (Required if allocation is \$500,000 or more)</b>			
		0.00	
	<b>Amount of school division allocation ESEA funds (from Page 2):</b>	11,952,630.93	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	119,526.31	119,526.31
	90 percent of 1 percent must be used at the school level	107,573.68	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	11,952.63	
	Additional Parent and Family Engagement Funds	530,229.96	
<b>Homeless (as necessary)</b>			84,383.09
<b>Foster Care (as necessary)</b>			0.00
<b>Neglected/Delinquent (as necessary)</b>			4,000.00
<b>School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)</b>			7,927,950.49

**TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS**

Low-Income Factor

**35 percent and Above**

<b>A.</b> Division's Title I Allocation : <u>11,952,630.93</u>  Minus Set-Asides (if applicable): <u>7,927,950.49</u>  Amount for Distribution to Schools: <u>4,024,680.44</u>  Divisionwide Average From Low-Income Families <u>40.6%</u>						<b>B.</b> *PER PUPIL EXPENDITURE CALCULATION <b>Step 1:</b> <div style="display: flex; justify-content: space-between; align-items: center;"> <div> <u>4,024,680.44</u>  Amount for Distribution to Schools </div> <div> <u>6,080.2</u>  Low-Income Pupils in Public Schools Served </div> <div> = <u>661.93</u>  Per Pupil Expenditure (PPE) </div> </div>												
C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Comprehensive Support and improvement? Yes or No	Targeted Support and Improvement? Yes or No	Number of Title I, Part A FTE Teachers funded with 2018-2019 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	Number of Title I, Part A FTE Para-professionals funded with 2018-2019 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 4024680.44 from Box A	School Reallocation Amount	School Allocation Total (Cols. 12 and 13)	Adjusted PPE
<b>TOTALS FOR DIVISION</b>							<b>51.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0</b>	<b>6080</b>		<b>4,024,680.44</b>	<b>4,024,680.44</b>	<b>0.00</b>	<b>4,024,680.44</b>	
<div style="display: flex; justify-content: space-between;"> <span>Yes</span> <span>No</span> </div>															<b>Balance to Reallocate</b>		<b>0.00</b>	
Seatack Elementary an Achievable	Yes	KG - 05		Yes			4.00				0	390	100.0%	258,153.58	3,766,526.86	58,161.64	316,315.22	811.06
Parkway Elementary	Yes	PK - 05		Yes			3.00				0	454	97.5%	300,782.01	3,723,898.43		300,782.01	661.93
Diamond Springs Elementary	Yes	PK - 01		Yes			5.00				0	544	86.6%	360,091.14	3,664,589.30		360,091.14	661.93
Williams Elementary	Yes	04 - 05		Yes			4.00				0	434	86.0%	287,013.82	3,737,666.62		287,013.82	661.93
Newtown Elementary	Yes	02 - 03		Yes			4.00				0	426	81.1%	281,718.36	3,742,962.08		281,718.36	661.93
Holland Elementary	Yes	PK - 05		Yes			4.00				0	490	80.5%	324,082.03	3,700,598.41		324,082.03	661.93
College Park Elementary	Yes	PK - 05		Yes			4.00				0	424	74.4%	280,659.27	3,744,021.17		280,659.27	661.93
Bayside Middle	Yes	06 - 08		Yes			3.00		1.00		0	477	73.8%	315,741.68	3,708,938.76	-35,161.64	280,580.04	588.22
Bayside Sixth Grade Campus	Yes	06 - 06		Yes			2.00				0	312	73.4%	206,522.86	3,818,157.58	-23,000.00	183,522.86	588.21
Lynnhaven Elementary	Yes	PK - 05		Yes			3.00				0	309	70.7%	204,537.06	3,820,143.38		204,537.06	661.93
Birdneck Elementary	Yes	PK - 05		Yes			4.00				0	418	69.3%	276,687.68	3,747,992.76		276,687.68	661.93
Rosemont Elementary	Yes	PK - 05		Yes			2.00				0	304	68.2%	201,227.40	3,823,453.04		201,227.40	661.93
Green Run Elementary	Yes	PK - 05		Yes			2.00				0	265	66.9%	175,412.05	3,849,268.39		175,412.05	661.93
Point O' View Elementary	Yes	PK - 05		Yes			3.00				0	445	62.9%	294,559.85	3,730,120.59		294,559.85	661.93
Brookwood Elementary	Yes	PK - 05		Yes			4.00				0	389	62.3%	257,491.64	3,767,188.80		257,491.64	661.93
Bayside Elementary		PK - 05											60.2%	0.00	4,024,680.44		0.00	
Windsor Oaks Elementary		PK - 05											59.8%	0.00	4,024,680.44		0.00	
Green Run High		09 - 12											58.5%	0.00	4,024,680.44		0.00	

White Oaks Elementary	PK - 05												56.6%	0.00	4,024,680.44		0.00
Luxford Elementary	PK - 05												56.5%	0.00	4,024,680.44		0.00
Pembroke Elementary	PK - 05												56.3%	0.00	4,024,680.44		0.00
Bayside High	09 - 12												56.0%	0.00	4,024,680.44		0.00
Larkspur Middle	06 - 08												55.9%	0.00	4,024,680.44		0.00
Shelton Park Elementary	PK - 05												54.0%	0.00	4,024,680.44		0.00
Corporate Landing Elementary	PK - 05												53.7%	0.00	4,024,680.44		0.00
Thalia Elementary	PK - 05												51.2%	0.00	4,024,680.44		0.00
Windsor Woods Elementary	PK - 05												50.5%	0.00	4,024,680.44		0.00
Arrowhead Elementary	PK - 05												50.2%	0.00	4,024,680.44		0.00
Brandon Middle	06 - 08												49.9%	0.00	4,024,680.44		0.00
Plaza Middle	06 - 08												47.9%	0.00	4,024,680.44		0.00
Corporate Landing Middle	06 - 08												47.9%	0.00	4,024,680.44		0.00
Green Run Collegiate	09 - 12												47.3%	0.00	4,024,680.44		0.00
Woodstock Elementary	PK - 05												47.3%	0.00	4,024,680.44		0.00
Malibu Elementary	PK - 05												46.9%	0.00	4,024,680.44		0.00
King's Grant Elementary	PK - 05												46.3%	0.00	4,024,680.44		0.00
Kempsville Meadows Elementary	PK - 05												46.2%	0.00	4,024,680.44		0.00
Pembroke Meadows Elementary	PK - 05												44.3%	0.00	4,024,680.44		0.00
Indian Lakes Elementary	PK - 05												44.2%	0.00	4,024,680.44		0.00
Independence Middle	06 - 08												43.5%	0.00	4,024,680.44		0.00
W.T. Cooke Elementary	PK - 05												42.8%	0.00	4,024,680.44		0.00
Virginia Beach Middle	06 - 08												41.4%	0.00	4,024,680.44		0.00
Tallwood Elementary	PK - 05												40.4%	0.00	4,024,680.44		0.00
Salem Middle	06 - 08												40.2%	0.00	4,024,680.44		0.00
Landstown Elementary	PK - 05												40.1%	0.00	4,024,680.44		0.00
Tallwood High	09 - 12												39.8%	0.00	4,024,680.44		0.00
Glenwood Elementary	PK - 05												39.7%	0.00	4,024,680.44		0.00
Alanton Elementary	PK - 05												39.6%	0.00	4,024,680.44		0.00
Providence Elementary	PK - 05												39.0%	0.00	4,024,680.44		0.00
Kempsville High	09 - 12												38.6%	0.00	4,024,680.44		0.00
Hermitage Elementary	PK - 05												38.4%	0.00	4,024,680.44		0.00
Salem High	09 - 12												38.4%	0.00	4,024,680.44		0.00
Salem Elementary	PK - 05												37.5%	0.00	4,024,680.44		0.00
Lynnhaven Middle	06 - 08												37.3%	0.00	4,024,680.44		0.00
Kempsville Elementary	PK - 05												37.1%	0.00	4,024,680.44		0.00
Linkhorn Park Elementary	PK - 05												37.0%	0.00	4,024,680.44		0.00
Landstown Middle	06 - 08												36.5%	0.00	4,024,680.44		0.00
Landstown High	09 - 12												36.1%	0.00	4,024,680.44		0.00
Rosemont Forest Elementary	PK - 05												35.0%	0.00	4,024,680.44		0.00
Fairfield Elementary	PK - 05												33.6%	0.00	4,024,680.44		0.00
Kempsville Middle	06 - 08												33.0%	0.00	4,024,680.44		0.00
First Colonial High	09 - 12												31.4%	0.00	4,024,680.44		0.00
Princess Anne High	09 - 12												30.4%	0.00	4,024,680.44		0.00
Ocean Lakes High	09 - 12												29.6%	0.00	4,024,680.44		0.00
Creeds Elementary	PK - 05												27.2%	0.00	4,024,680.44		0.00
Great Neck Middle	06 - 08												27.2%	0.00	4,024,680.44		0.00
Trantwood Elementary	PK - 05												26.3%	0.00	4,024,680.44		0.00
Ocean Lakes Elementary	PK - 05												26.3%	0.00	4,024,680.44		0.00
Christopher Farms Elementary	PK - 05												25.6%	0.00	4,024,680.44		0.00
Centerville Elementary	PK - 05												24.7%	0.00	4,024,680.44		0.00
Frank W. Cox High	09 - 12												22.2%	0.00	4,024,680.44		0.00
John B. Dey Elementary	PK - 05												19.8%	0.00	4,024,680.44		0.00

[illegible]

[illegible]

[illegible]

**R. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

☐

Yes (If yes, complete the remainder of this page.)

☐

No (If no, it is not necessary to complete the rest of this page.)

☒

No (If division participated in the bypass)

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐

Regular Mail

☐

Certified Mail

☐

Telephone Calls

☐

Meetings

☐

Visits to the Private School

☐

Other (Please specify)

3. Number of Public School Low-Income Children in Title I Schools 6,080

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.00%

6. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Total Title I, Part A Allocation	\$ 11,952,630.93
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$ -
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$ -
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	#DIV/0!
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$ -
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	#DIV/0!

7. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Total Title I, Part A Transferability	\$ -
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$ -
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$ -
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	#DIV/0!
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$ -
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	#DIV/0!

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2018-2019 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.





**S. NARRATIVE: SCHOOL IMPROVEMENT**

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

**Comprehensive Support and Improvement**

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1).

Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

**Targeted Support and Improvement**

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2).

Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

**T. SKIPPED SCHOOL PROVISION**

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

Virginia Beach City Public Schools did not skip any schools.

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 12.

Did the school(s) meet the criteria for skipped schools provision?

Place an "X" in the appropriate yes or no box.

☐

Yes

☐

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

**U. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH****All school divisions must complete this page.****Title I, Part D Coordinator**Kay Thomas**19**

Total number of children and youth who are identified as neglected (year-to-date) for 2017-2018 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

**School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.****Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.**

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA's Title I, Part A allocation may be used:

(1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

**1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.**

VBCPS partnered with the Title I, Part D, Subpart 2, coordinator and the identified neglected facilities within the geographic boundaries. During the consultation meeting, identified staff discussed needs of the students and how Title I, Part A, funds will be able to supplement the work taking place. The support will be comparable to that provided in VBCPS Title I schools. The model used for homeless funds will also be used in the needs assessment process. The director of Title I programs provided an overview of our Title I program and how the funds are used to support the schools. Each facility was provided with a needs assessment form to be completed and submitted to Title I. The form asked the following: Describe the facility and/or population that will be served; Describe student achievement needs based on data collected at the facility; Describe your process to identify student needs; and Based on the identified student achievement needs, list possible activities for your facility. Each representative completed an affirmation to indicate presence at the meeting.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

- Describe the facility and/or population that will be served.
- Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.
- Describe how the funds will be distributed to benefit neglected children being served.

We will work with two facilities this year. Seton Youth Shelters (Boys/Girls) is a short term shelter for runaway and homeless youth as well as youth in crisis between the ages of nine to seventeen with the goal of placement being family reunification and stabilization. The data analysis show that youth face challenges in multiple domains including socioemotional, academic and life skills. The data in literacy and math shows a need for academic remediation. Resources for school year and summer support like classroom libraries, GED materials, short-story books and a classroom set of books will be considered.. If funds allow, tutors will be considered for reading and math. The director of Title I, Part A, collaborates with the coordinator of Title I, Part D, Subpart 2 along with the school division's transition specialists. The collaboration will allow planning for the funds to focus on the particular needs of students in order to provide a learning environment to support their academic learning. The majority of the students are served through the Renaissance Academy.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

The director of Title I, Part A, collaborates with the coordinator of Title I, Part D, Subpart 2 along with the school division's transition specialists. The coordinator and specialist have a working connection with the neglected facilities in the VBCPS area. The collaboration will allow planning for the funds to focus on the particular needs of students in order to provide a learning environment to support their academic learning. The majority of the students are served through the Renaissance Academy.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.

The Title I, Part D, Subpart 2, coordinator will be able to monitor the academic and social emotional progress of the students that are identified. The majority of the students attend VBCPS Renaissance Academy. Staff from schools where students who do not attend the Renaissance Academy provide progress updates to monitor the academic and social emotional progress. VBCPS has Student Support Specialists assigned to cover schools to help with transition of students from facilities and the Renaissance Academy. Regular updates will be provided to the coordinator on the progress of the students. Mid-year and end-of-year meetings will review the data and use of the Title I, Part A, funds to identify impact and next steps to support student progress.

Guidance related to services for neglected and delinquent students can be found on Virginia's Title I, Part D, website at [http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_d/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml) or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at [Tiffany.Frierson@doe.virginia.gov](mailto:Tiffany.Frierson@doe.virginia.gov) or 804-371-2682.

**V. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH**

**Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2016 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 38-41 for further detail.)**

**Local Homeless Education Liaison:** M. Gay Thomas

**696** Total number of children and youth identified as homeless in the school division (year-to-date) for 2017-18 based on the definition in Title IX, Part A, Section 725. (\*Place mouse cursor over comment in cell A8 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.

Support services are offered to families experiencing homelessness. School level staff trained in McKinney-Vento services refer families in need to the VBCPS Homeless Education Liaison. If a family identifies themselves as being homeless, they complete a questionnaire which provides information regarding their current living situation. On the shared housing form completed by parents, there are two questions which refer the family to the homeless program if the adequacy/permanency of their shared residence is in question. The school social workers at each VBCPS school are responsible for verifying the information on the questionnaire and referring for other services including transportation. Children are immediately made eligible for free and reduced lunch once the homeless form is received in the program office.

2. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

Title I, Part A, funding assists Project HOPE-Virginia Beach with providing an array of services. The school social worker assigned to Project HOPE coordinates services to eligible students. These services include: assisting schools immediately to enroll students, ensuring transportation to and from school for all eligible students and coordinating tutoring, mentoring and other services which promote academic success of students.

Funds also go directly to purchasing school supplies for students in need and supporting programs such as Jump Start, an annual back to school event in which students receive resources including backpacks and school supplies. Furthermore, funds are allocated directly to tutoring programs such as Anchor Club. Transportation costs are also supplemented by Title I, Part A.

3. Describe the method used for determining the amount reserved\* and listed in the division set-asides, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside. Place cursor over this comment for the legislative text.

The director meets with the homeless education liaison and social worker to review needs of the program. Title I, Part A, funds a 10-month position to provide assistance with enrollment, transportation, school supplies, basic needs and tutoring support. This employee and the homeless liaison participate in the City committees and boards. This allows for ongoing communication to ensure provision of services in the community. Funds are also set aside to provide tutoring/homework assistance to students along with additional funds for student transportation and supplies/instructional materials to support the tutoring program.

Social Worker (\$48,114.54; \$20,488.80); Tutors (\$10,000; \$765); Bus Drivers (\$1,500; \$114.75); Fuel expenses (\$1,400); Instructional Supplies (\$2,000); Total \$84,383.09

\*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: [www.wm.edu/hope](http://www.wm.edu/hope) or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: [homlss@wm.edu](mailto:homlss@wm.edu).

**W. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable)**

Number of Participating Students:	849		
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:	26		
Number of Title I funded Teachers:	0		
Number of Title I funded Paraprofessionals:	0		
Average Number of Pupils Per Class/Average Class Size:	18		
Number of Classrooms:	48		
Total Early Childhood Budget (Personnel and Program):	972,572.42		
School Year Title I, Part A, Early Childhood First Established:	FY	2015-2016	
Length of the Program Day (type X to left of selection):		Half Day	X Full Day
Curriculum:			
Primary Curriculum	Houghton Mifflin Harcourt Big Day for PreK		
Secondary Curriculum (if applicable)	Virginia Beach City Public Schools Pre-K Curriculum		
Test/Evaluation Design:			
Primary Test	PALS Pre-K Assessment		
Secondary Test (if applicable)	Big Day for PreK assessments and locally developed		
Other Early Childhood Programs with which Title I is collaborating:	X	Virginia Preschool Initiative	X Head Start
	X	Early Childhood Special Education	
		Others (specify)	
Students Must Be:	4	9/30/2018	
	Age	by	Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Virginia Beach City Public Schools receives the VPI and VPI+ grant to support our early childhood program along with Title I funds. The Department of Teaching and Learning Pre-K leadership team works to develop a division plan for the Pre-K program. Families are identified using the VPI and VPI+ guidelines. Families are invited to monthly Chat and Chew and Discovery Night events to learn about various resources in the community and how they may support their child at home. Monthly and quarterly newsletters are also provided. Pre-K resource teachers support our teachers through an instructional coach structure to ensure the learning environment and experiences are aligned, engaged and purposefully planned using a student-centered focus. Teachers are invited to participate in division wide training on the curriculum and behavior management. As a part of the transition, a kindergarten readiness event is held at the end of the year.

(1000) \$594,806.68 (2000) \$223,265.74 (3000) \$35,000 (4000) \$81,000 (5000) \$27,000 (6000) \$11,500

**TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable) (continued)**

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, Early Childhood teachers who are housed in each of the schools.

<b>List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs</b>				
School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals
Arrowhead Elementary	Benjamin Gillikin - 5549 Susquehanna Dr.; Virginia Beach, VA 23462	Point O'View Elementary		
Bayside Elementary	Catherine Brumm - 5649 Bayside Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Birdneck Elementary	RV Yoshida - 957 A. Birdneck Road; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
College Park Elementary	Dr. Sterling White - 1110 Bennington Road; Virginia Beach, VA 23464	College Park Elementary		
Christopher Farms Elementary	Terri Breaux - 2828 Pleasant Acres Dr, Virginia Beach, VA 23453	Holland Elementary; Green Run Elementary		
Cooke Elementary	Pamela Bennis - 1501 Mediterranean Ave.; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Diamond Springs Elementary	Gloria Coston - 5225 Learning Circle; Virginia Beach, VA 23462	Diamond Springs Elementary		
Glenwood Elementary	Dr. Karin DiMaggio - 2213 Round Hill Dr.; Virginia Beach, VA 23464	Parkway Elementary		
Holland Elementary	Dr. Callie Richardson - 3340 Holland Road; Virginia Beach, VA 23452	Holland Elementary; Green Run Elementary		
Kempsville Elementary	Lori Hasher - 570 Kempsville Road; Virginia Beach, VA 23464	Point O'View Elementary		
Kempsville Meadows Elementary	Mykell Williams - 736 Edwin Dr Virginia Beach, VA 23462			
Linkhorn Park Elementary	Barbara Sessoms - 977 First Colonial Rd, Virginia Beach, VA 23454			
Luxford Elementary	Danielle Colucci - 4808 Haygood Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Lynnhaven Elementary	Katherine Everett - 210 Dillon Dr.; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Malibu Elementary	Michael Maloney - 3632 Edinburgh Dr.; Virginia Beach, VA 23452			
Ocean Lakes Elementary	Linda Reese - 1616 Upton Dr, Virginia Beach, VA 23454			
Parkway Elementary	Krista Barton-Arnold - 4180 O'Hare Dr.; Virginia Beach, VA 23453	Parkway Elementary; Rosemont Elementary		
Pembroke Meadows Elementary	Dr. Charles Spivey - 820 Cathedral Dr.; Virginia Beach, VA 23455	Diamond Springs Elementary		
Providence Elementary	Michael Taylor - 4968 Providence Rd, Virginia Beach, VA 23464	College Park Elementary		
Rosemont Elementary	Cari Hall - 1257 Rosemont Rd.; Virginia Beach, VA 23453	Rosemont Elementary; Parkway Elementary		
Salem Elementary	Dr. Anne Shufflebarger - 3961 Salem Lakes Blvd.; Virginia Beach, VA 23456			
Shelton Park Elementary	Tara Brewer - 1700 Shelton Rd.; Virginia Beach, VA 23455	Diamond Springs Elementary		
Three Oaks Elementary	Linda Sidone - 2201 Elson Green Ave.; Virginia Beach, VA 23456	Birdneck Elementary; Seatack Elementary		
Trantwood Elementary	Lou Anne Metzger - 2344 Inlynnview Rd.; Virginia Beach, VA 23454			
White Oaks Elementary	Stephanie Haus - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462	Green Run Elementary, Parkway Elementary		
Windsor Woods Elementary	Matthew Orebaugh - 233 Presidential Blvd.; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		



***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title I, Part A  
Improving Basic Programs**

**Individual Application  
Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
July 1, 2018**

**ESEA Grant Award Period:  
July 1, 2018 – September 30, 2019**

**Virginia Department of Education  
Division of Instruction  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120**

## **Application Guidelines**

### **Purpose of Program and General Use of Funds**

The overarching purpose of the grant is to support student achievement under Virginia's Accountability Plan provisions, including the following:

- Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

The purpose of Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies, is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

### **Application Submission and Approval Deadline**

- The consolidated or individual application submission date is July 1, 2018; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of July 1, 2018. A school division that submits an approvable application after July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### **Submission to the Virginia Department of Education**

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on pages 3-4 of these guidelines.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page should not be submitted to the Virginia Department of Education. The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances. Additional information on assurances is included in the "General Assurances and Program Specific Assurances" section on page 3.

### **Revisions and Amendments to Applications**

- Revisions are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.

- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

#### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title I, Part A, funds are released to school divisions on a reimbursement basis. The grant award period is July 1, 2018, through September 30, 2019. Under the Tydings Amendment, school divisions have until September 30, 2020 to encumber 2018-2019 funds.
- Section 1127(a) of ESEA, as amended, requires school divisions to encumber 85 percent of their Title I, Part A, allocation by September of the following year, and limits the carryover of Title I, Part A, funds into the second fiscal year of the grant to 15 percent.
- Final reimbursements must be submitted to the Department by November 15, 2020. Reimbursements are submitted using the OMEGA system.
- If the 2018-2019 allocation amounts are not available to school divisions by the application submission date, the 2017-2018 ESEA Title I, Part A allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2018-2019 Title I, Part A federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

#### **General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

#### **Instructions for Electronic Completion and Submission of Application**

- The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the “Tab” key to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIPtA18-19.xls” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title I, Part A, application should be saved as “001TitleIPtA18-19.xls” in the electronic files for the school division. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>.

- A log-in ID and password are necessary to access the system.
- If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed as follows:
  - School divisions located in Superintendents' Regional Study Groups III, VI, and VII should contact Latonia Anderson, Title I Specialist, at [Latonia.Anderson@doe.virginia.gov](mailto:Latonia.Anderson@doe.virginia.gov) or at (804) 225-2907.
  - School divisions located in Superintendents' Regional Study Groups II, IV and VIII should contact Tiffany Frierson, Title I Specialist, at [Tiffany.Frierson@doe.virginia.gov](mailto:Tiffany.Frierson@doe.virginia.gov) or at (804) 371-2682.
  - School divisions located in Superintendents' Regional Study Groups I and V should contact Louise Sutton, Title I Specialist, at [Louise.Sutton@doe.virginia.gov](mailto:Louise.Sutton@doe.virginia.gov) or at (804) 225-2901.
  - School divisions with specific questions related to Homeless Children and Youth should contact Dr. Patricia Popp, State Coordinator, at [homlss@wm.edu](mailto:homlss@wm.edu) or at (757) 221-4002.
  - School divisions with specific questions related to preschool should contact Cheryl Strobel, Associate Director, Early Childhood Education, at [Cheryl.Strobel@doe.virginia.gov](mailto:Cheryl.Strobel@doe.virginia.gov) or at (804) 371-7578.

### **Instructions for Completing the Application**

#### **A. Cover Page (Narrative and Detail Budget Tab Pages 1-3)**

1. Complete the school division information section. Select the drop down box that appears at the end of the Applicant (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2017-2018 Title I, Part A funding allocation will appear in the column labeled 2017-2018 Allocation. Please indicate whether or not you submitted a consolidated application for 2017-2018 by selecting "yes" or "no" from the drop down list in the column marked 2017-2018 Consolidated Application.
5. After completing step 1 above, in the far right column labeled 2018-2019 Allocation Total, enter your school division's allocation for Title I, Part A, to be included in the 2018-2019 Individual Application. If you do not know your 2018-2019 allocation, you may use the 2017-2018 amount.
6. If the division does not intend to transfer funds between qualifying programs, the "Transferability" section should be left blank. If the division does intend to transfer funds, please note that prior approval is required prior to completing the Transferability section of the application. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

#### **B. Program Overview (Narrative and Detail Budget Tab Pages 4-5)**

In narrative format:

1. Describe the instructional programs or program services to be developed with the requested federal funds by completing each section of the overview.
2. Include the targeted population(s). (Examples: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division's programs will contribute to the achievement of the ESEA goals.

**C. Coordination Of Services (Narrative and Detail Budget Tab Page 6)**

Describe the partnership between Title I, Part A funded programs and other federal, state and/or local programs in the delivery of services to the targeted population(s) within your division. Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

**D. Effective Transitions (Narrative and Detail Budget Tab Page 6)**

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

**E. Reduction of Exclusionary Discipline Practices (Narrative and Detail Budget Tab Page 6)**

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

**F. Measurable Objectives (Narrative and Detail Budget Tab Pages 7-11)**

1. In the tables on pages 7-11, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year with an adjusted time period.
2. Describe the scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed below.

**What is a Measurable Objective?**

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

**Examples:**

1. In the spring of 2019, students with disabilities will demonstrate a five percent increase in the subgroup's mathematics performance on the Standards of Learning assessment.
2. By the end of the 2018-2019 school year, 95% of grade 2 students will demonstrate on-grade-level reading proficiency by meeting or exceeding grade level benchmarks on the PALS assessment.

It is anticipated that 2017-2018 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress trends that may be used to determine needed activities to improve student achievement.

Measurable objectives related to teacher and paraprofessional quality should be guided by data from the Instructional Personnel Report (IPAL), as outlined in [Superintendent's Memorandum Number 301-17, October 13, 2017](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals from the 2017-2018 school year to inform plans for the 2018-2019 school year. These data may be used to determine needed activities to improve teacher quality efforts.

**G. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 12-23)**

1. The Detail Budget Breakdown page should display a red “Yes” instead of a red “No” for the question, “Do the totals equal the Budget Summary sheet?”
2. The program budget must reflect resources needed to achieve the measurable objectives.

3. The applicable detail budget breakdown sections must also be completed.
4. The “Expenditure Accounts Description” on page 19 of the application provides definitions for the object codes. Please review these definitions carefully.

#### **H. Budget Summary (Budget Summary Tab Pages 24-25)**

Provide the summary budget by federal funding source and object code for the individual application. If funds are transferred in you will need to complete the summary budget located on the Transferability Tab for those funds.

Note: Divisions with comprehensive support and improvement and/or targeted support and improvement schools who wish to use up to 5 percent of their allocation for teacher incentives and rewards should provide the anticipated cost of providing the financial incentives and rewards under object codes 1000 and 2000.

Divisions that have entered into agreements to provide materials or services to private schools should provide the anticipated costs on the appropriate lines.

#### **I. Transferability Tab (Pages 26-34)**

##### **1. Budget Summary for Transferred Funds:**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, the amount being transferred into the applicable program will be displayed in line 14. Enter the amount budgeted in each object code on lines 17 through 93. A red “Yes” will appear on line 97, “Does Budget Match Amount Transferred to Program?” if entered correctly.

Refer to the private school tab to identify the additional value of services that will be provided to participating private schools as a result of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

##### **2. Detailed Budget Descriptions for Transferred Funds**

Provide a detailed explanation of the uses of transferability funds in the Detailed Budget Breakdown beginning on line 107.

- The program budget must reflect the additional resources needed to achieve the measurable objectives for Title I, Part A (the receiving fund).
- All items included in the budget MUST be outlined in the measurable objectives section of the application and described in the [Transferability request form](#).

- The applicable detail budget breakdown sheets must be completed.
- The “Expenditure Accounts Description” (page 19) provides definitions for the object codes. Please review carefully before completing this section.

**J. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 35)**

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

**K. Student Eligibility Criteria For Title I Targeted Assistance Schools (Program Requirements Tab Page 36)**

Describe the eligibility criteria that will be used to select students by subject for participation in the Title I, Part A, program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school division with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures (ESEA Section 1115).

**L. New Schoolwide School Programs (Program Requirements Tab Page 36)**

If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2018-2019. Please contact your state Title I specialist for instructions on how to submit new schoolwide plans for review. For those schools that are already implementing schoolwide programs, an annual review including a comprehensive needs assessment must be conducted. Funds should be targeted to address the academic needs of the students.



Schools below the 40% poverty threshold applying for a schoolwide eligibility waiver should complete this section by including the name of the school and checking “yes” or “no” indicating whether or not the waiver was approved. Please contact your state Title I Specialist for instructions on how to apply for a schoolwide eligibility waiver if applicable.

**M. Staffing Information, (Program Requirements Tab Page 37)**

- **Targeted Assistance Program**

Provide the number of full-time equivalent (FTE) Title I, Part A, funded staff in 2017-2018 and 2018-2019 targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only.

- **Schoolwide Program**

Provide the number of FTE paraprofessionals serving in schoolwide program schools and the percentage of these paraprofessionals who are qualified. Note: This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.

- **Frequently asked questions about paraprofessionals are listed below.**

**What is a paraprofessional?**

An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:

1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
2. Providing assistance with classroom management, such as organizing instructional and other materials;
3. Providing assistance in a computer laboratory;
4. Conducting parent and family engagement activities;
5. Providing support in a library or media center;
6. Acting as a translator; or
7. Providing instructional services to students.

**What is an “other” paraprofessional?**

A paraprofessional who does not provide instructional support.

**What is a “qualified” paraprofessional?**

A paraprofessional who has: 1) completed two years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.



**N. Improvement Plan Requirements (Program Requirements Tab Page 38)**

Check the box in the application to certify the school division is aware of the requirement to use an improvement planning tool for comprehensive and targeted schools, as determined by the Office of School Improvement.

**O. Maintenance of Effort (Program Requirements Tab Page 38)**

The school division must provide Maintenance of Effort information for the two years that preceded the school year in which the program outlined in this application will be implemented. Enter the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2018-2019 school year should show Maintenance of Effort per pupil expenditure for the 2016-2017 and 2017-2018 school years.)

**P. Eligible Attendance Areas (Program Requirements Tab Pages 38-43)**

Indicate the source(s) of data used to report an unduplicated count of low-income children:

- Free/Reduced Lunch/Household Applications
- Temporary Assistance for Needy Families (TANF)
- Community Eligibility Provision (CEP)
- Children Eligible for Medicaid
- Most Recent U. S. Census Bureau Information

Indicate the option used to select schools to be served:

- Grade-Span Ranking
- Rank Order
- Division Average

Indicate if the division is:

- part of the Title I private school bypass, or
- maintains documented efforts to obtain private school figures, including the signed affirmation of consultation with private school officials.

Complete the Eligible Attendance Areas data as required below.

- Select the **Import School Data** yellow button to populate Name of Public School and Grade Span of the school. If necessary, correct by adding, deleting, or changing names to schools listed or grade span.
- Complete required information with appropriate counts. Totals and percentages will calculate automatically.
- The figure entered in column G should reflect **low-income** private school membership for **participating** private schools.
- Divisions with NO schools participating in CEP should leave columns J and K blank, or select “No” for each school.
- Divisions with some or all school participating in CEP should complete columns J and K for each school:
  - In column J, select “Yes” if the school participated in the Community Eligibility Provision (CEP) during the 2017-2018 school year, or select “No” if the school did not participate.
  - In column K, divisions in which one or more schools participated in CEP during the 2017-2018 school year should apply the CEP multiplier to rank schools for Title I eligibility purposes as follows:
    - a. If low-income data for non-CEP schools include household meal applications, the multiplier should be applied to ALL CEP schools; or
    - b. If low-income data for non-CEP schools do not include household meal applications, the multiplier should be applied to ALL schools or NO schools; or
    - c. If all schools in the division are CEP schools, the multiplier should be applied to ALL schools or NO schools.
- After completing data input, select the yellow **Sort by Highest Poverty Percentage** button.

- Totals, Division Average, and Grade Span Averages on page 43 will calculate automatically. At the bottom of the Grade Span Averages, select the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**. If you are serving any school with a poverty percentage below 35 percent as indicated in column M of the Eligible Attendance Area section, you must select the Calculating Below 35 percent Low-Income tab. If all the schools being served are above 35 percent, you must select the Calculating 35 percent and Above Low-Income tab. Based on your choice, an additional tab will appear on the application. Proceed with completing the additional tab.

The option to change the Low-Income Factor is available at the top of page 45. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

#### **Q. Required And Allowable Set-Asides For Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income or Below 35 Percent Low Income (Pages 44-49))**

Set-asides are administrative expenditures that cannot be prorated among the eligible schools receiving Title I, Part A, funds. If applicable, funds should be set aside at the division level or the school level as follows:

##### **Division Level: Improvement Activities**

- Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.
- Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement will automatically populate. The use of these funds for teacher incentives is optional.

##### **Division-Level: Program Administration**

- Parent and family engagement – School divisions receiving \$500,000 or more from Title I, Part A, must set aside 1 percent for parent and family engagement. (Section 1116).
- Required, as necessary, for school divisions that will use additional funds to serve these populations:
  - Homeless – children and youths in the school division experiencing homelessness, including providing educationally related services to children in shelters and other locations where children may live;
  - Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs; and
  - Foster Care – transportation costs incurred to maintain children in foster care in their school of origin when in their best interest.
- Other Allowable Division-level set-asides:
- Title I Early Childhood program initiatives
- Private School Services – Equitable services provided to eligible children residing within the attendance zone of a Title I School, but attending a private school.

##### **Instructions for completing Set-Asides (Page 44):**

- Under the **Division Level: Program Administration** section, enter the amount your division is reserving for the identified items in the white cells on column B.
- Under the Initiatives section enter amounts if applicable in the white cells in column B.
- The set aside for Private School Services is automatically calculated based on the number of eligible low income students attending participating private schools.

- Divisions with a Title I, Part A, allocation greater than \$500,000 are required to set aside 1 percent of the allocation for parent and family engagement. The amount is automatically calculated to show the 90 percent of the 1 percent that must be used at the school level and 10 percent of the 1 percent that may be used at the division level. Additional parent and family engagement funds may be set aside under the Allowable Set-Asides and must be entered in the Summary and Detailed Budget pages.
- Enter additional optional set aside as applicable in Column A.

#### INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:

##### Low-Income Factor: 35 Percent and Above (Page 45)

###### Box A:

- The division's total allocation is automatically populated;
- The division's total set-asides are automatically populated; and
- The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

###### Box B:

- The Per Pupil Expenditure (PPE) automatically calculates based on the total number of low-income students in the school(s) served.

###### Box C:

- All cells in green automatically calculate.
- Complete Columns 2 and 4 with "Yes" or "No."  
*Note: Column 2 must be completed to populate column 12, shaded green.*
- **IMPORTANT:** Indicate with "Yes" or "No" those schools identified as Comprehensive or Targeted (Column 6-7).
- Complete all columns in white (Columns 8-11) with numerical figures.
- Complete Column 16 (School Reallocation Amount) on this page if you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

##### Below 35 Percent Low-Income Factor (Page 45)

###### Box A:

- The division's total allocation is automatically populated;
- The division's total set-asides are automatically populated; and
- The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

###### Box B:

- The Per Pupil Expenditure (PPE) automatically calculates.
- The PPE automatically calculates to 125 percent based on the total number of low-income students in the entire division.
- This percentage may be increased to an amount greater than 125 percent.

###### Box C:

- Follow the same steps for serving schools 35 Percent and Above.
- After distributing available Title I funds to eligible schools in descending order of poverty, there **may not be** enough funds to serve all eligible schools. If there are not enough funds to serve all eligible schools, a division may:
  - Reallocate any remaining funds to served schools so long as schools with higher poverty rates are allocated higher PPEs than schools with lower poverty rates; or

- Serve the next ranked eligible schools with the remaining funds if it determines funds are sufficient to make adequate progress toward meeting performance standards.

**R. Private School Tab (Pages 50-52)**

- Indicate if there are private schools in your division or outside your division which students residing within the attendance zones of your Title I schools attend.
- Indicate how private schools were notified of the availability of equitable services funded by Title I, Part A.
- Numbers 3-5 will auto-populate based on the information entered in 4 and 5 of the Eligible Attendance Areas table, as well as, the information entered in column 2 of the Allocation to Eligible Schools table. If a school in the Allocation to Eligible Schools table is not being served, then the figures entered in columns 4 and 5 of the Eligible Attendance Areas table for that school will not be included in the calculation.
- Number 6 a.-e. will automatically calculate once the number of eligible low income students attending participating private schools is entered in 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the Allocation to Eligible Schools table.
- If the division has chosen to transfer funds from Title II and/or Title IV, A, number 7 a.-e. will automatically calculate once the number of eligible low income students attending participating private schools is entered in 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the Allocation to Eligible Schools table. The transferability section on the Coordinated Consolidated Info Tab as well as the Transferability Tab must be filled out in order for this section to pre-populate.
- Complete number 8 by:
  - including the names of schools inside or outside your division which students residing within a Title I attendance zone attend;
  - selecting the schools' participation status for 2018-2019;
  - indicating the number of students participating in services (this is the number of students who meet the eligibility criteria established by the private school); and
  - describing the services that will be provided.

**S. School Improvement Tab(Page 53)**

Any LEA with schools identified as comprehensive support and improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

- is informed by all indicators, including student performance against state-determined long-term goals;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- is approved by the school, local educational agency, and state educational agency; and
- upon approval and implementation, is monitored and periodically reviewed by the state educational agency.

Any LEA with schools identified as targeted support and improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement a targeted support and improvement plan for the school to improve student outcomes based on the indicators in the statewide accountability system for each subgroup of students that was the subject of notification that—

- is informed by all indicators, including student performance against long-term goals;
- includes evidence-based interventions;
- is approved by the local educational agency prior to implementation of such plan;
- is monitored, upon submission and implementation, by the local educational agency; and
- results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.

#### **T. Skipped School Tab (Page 54)**

A school division may elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the school has met the following criteria:

Title I Section 1113(b)(1)(D)(i-iii):

- (i) The school meets the comparability requirements of section 1118(c);
- (ii) The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115; and
- (iii) The funds expended from such other sources equal or exceed the amount that would be provided under this part.

#### **U. Neglected Children and Youth (Neglected Tab Pages 55-56)**

School divisions that have facilities that report one or more neglected students in the most recently submitted Annual Count of Neglected and Delinquent Students (October Count) must complete the Neglected tab. The total number of children and youth who are identified as neglected will automatically populate once the name of the school division is chosen on the Narrative & Detail Budget tab on line 15. School divisions must consult with local neglected facilities, offer services, and work to provide services comparable to the services offered in other Title I schools in the school division.

- If the neglected students are located in Title I schoolwide schools, then the school division can determine if a set-aside is needed since those students are already identified and being served by Title I funds.
- If the neglected students are located in Title I targeted assistance schools, the school division must determine if those students are identified and being served by Title I, Part A, or if a set-aside is needed to offer comparable services.
- If the neglected students are housed and educated in a neglected facility, the school division should work with the facility to determine the services, and then provide the services if requested.
- If the neglected students are located in non-Title I schools, then a set-aside should be determined to offer comparable services.

If after consultation, the local facilities decline services, check cell A10 and the rest of the tab does not need to be completed. If the local facilities request services, describe the services that will be provided.

#### **V. Homeless Children And Youth (Homeless Tab Page 57-58)**

Each school division has designated an individual, usually in the central office, as the Homeless Education Liaison. Indicate the individual's name on this page. The information on this page, including the reservation of funds for students experiencing homelessness, should be completed in collaboration with the designated Homeless Education Liaison. The number of students identified as homeless should be the total year-to-date for 2017-2018. Additional guidance and web resources can be obtained from Project Hope-VA, the state's homeless education office. Contact information for Project Hope-VA is listed in the application and on page 4 of this document.

**W. Title I Early Childhood Tab (Pages 59-60)**

Complete this form if Title I funds are used to support a preschool program.

## **Appendix A**

# ASSURANCES

The assurances should be kept on file in the division.



## GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 2	– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	– Supporting Effective Instruction
Title III, Part A	– English Language Acquisition, Language Enhancement, and Academic Achievement Act
Title IV, Part A	– Student Support and Academic Enrichment Grant
Title V, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 114-95, Title XIII, Section 8524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;

14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
  15. It will comply with the other application requirements outlined in  
Section 8501. Private School Children;  
Section 8502. Bypass; and  
Section 8521. Maintenance of Effort under Title XIII –Other Provisions;
  16. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## **PROGRAM SPECIFIC ASSURANCES**

### **Title I, Part A – Improving Basic Programs**

Each school division receiving Title I, Part A, funds shall:

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
  - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
    - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      2. The local educational agency agrees to pay for the cost of such transportation; or
      3. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
  - A. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable,
  - B. another early childhood education program; establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

- C. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
  - D. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
  - E. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program, of—
- (i) The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - (ii) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - (iii) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - (iv) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - (v) How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - (vi) The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - (vii) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
  - (viii) Information pertaining to parental rights that includes written guidance—
    - (I) Detailing the right that parents have to have their child immediately removed from such program upon their request;
    - (II) Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - (III) Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).



Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**A. COVER PAGE**

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk
Due by July 1, 2018

2018-2019 Individual Program Application  
*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95*

Place an "X" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

Explain

☐

Amendment:

Amendment #

Date:

Explain

**To be Completed by School Division**

Applicant (Legal Name of Agency) Va Beach City Public Schools	Division Number 128	Title I, Part D, Coordinator Kay L. Thomas	
Mailing Address (Street, City or Town, Zip Code) 5100 Cleveland Street, Virginia Beach, VA 23462	Phone: 757-648-6000	Ext:	
	Email: kay.thomas@vbschools.com		

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title I, Part D, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 11, 2018.

\_\_\_\_\_  
Superintendent's Signature  
Aaron C. Spence, Ed.D.

\_\_\_\_\_  
Superintendent's Name  
June 11, 2018

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature  
Beverly M. Anderson

\_\_\_\_\_  
Board Chairperson's Name  
June 11, 2018

\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

An Award Notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

**APPLICATION INFORMATION**

<b>2017 - 2018 Allocation</b>	<b>2017-2018 Consolidated Yes or No</b>	<b>PROGRAM</b>	<b>2018 - 2019 Allocation Total</b>
272,636.75	No	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	272,636.75

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

<b>Program from which funds will be transferred</b>		<b>Select program(s) TO which funds will be transferred:</b>	<b>Amount</b>
Title II, Part A	TO	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

<b>Program from which funds will be transferred</b>		<b>Select program(s) TO which funds will be transferred:</b>	<b>Amount</b>
Title IV, Part A	TO	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW**

In narrative format:

1. Describe the instructional program or program of services at each of the delinquent facilities or programs served to be developed with the requested federal funds.
2. Include a description of the targeted population(s). (Examples are: characteristics of the students, including behavioral characteristics, substance abuse; types of students served: subgroups, neglected students, delinquent, students, English learners, special education students; instructional staff, administrative staff, paraprofessionals, parents, etc.)
3. Describe how the school division's program will support the goals of ESEA, as amended:
  - a. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;
  - b. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; and
  - c. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.

In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D ESEA funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional facilities and educational settings. Funds will support the coordination of instructional efforts between facilities working with neglected, delinquent, and at-risk youth to ensure educational programs are comparable. The Virginia Beach Juvenile Detention Center Education Program is located within the Virginia Beach Juvenile Detention Center (VBJDC) and students attending the VBJDC Education Program are enrolled in VBCPS. The VBJDC is a community-based, residential facility providing temporary care for delinquents and alleged delinquents requiring secure custody pending court disposition or placement, or who are placed in the facility as a sanction prescribed by the court. As an option for judges pursuant to

§16.1-284.1 of the Code of Virginia, the VBJDC offers an alternative to state commitment. Funding priorities are targeted to meet Title I, Part D program-specific assurances with a focus on youth likely to be released from incarceration. The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. The transitioning of students from the correctional facility to other educational settings within VBCPS is supported through the Student Support Specialist (SSS). This SSS facilitates the transition process between VBJDC and the alternative center, RA, or comprehensive school. The VBCPS Individual Student Alternative Plan (ISAEP) prepares students at risk of dropping out of school to take the General Educational Development (GED®) while also developing career and technical education skills. Title I, Part D funding supports

programs located at Renaissance Academy including the ISAEP program, Young Parents Program (YPP), and Substance Abuse Intervention Program (SAIP). These programs serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school. VBCPS collects data to evaluate alternative programs and to track the performance of students assigned to these programs. Student behavior, attendance, academic placement and performance are monitored; student academic records, discipline files, assessment records and the VBCPS student information system are consulted to verify this data. Procedures are in place to ensure consistency and accuracy in data collection. A comparison of current and historical data is used to determine program and student success. The need for programmatic revision, and/or expansion, is determined through further analysis of this data. Program stakeholders are regularly consulted to determine supplemental materials and services to be used

to support programs for at risk students enrolled at RA. Secondary students that attend VBCPS from facilities that are part of the October Count are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These facilities are located within the geographical boundaries of Virginia Beach and those students receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. Those facilities serving delinquent youth, which have chosen to participate, meet regularly with VBCPS representatives to determine materials needed by the facilities to ensure that students have the opportunity to meet the same challenging state academic content and achievement standards that all children in the state are expected to meet.



**C. COORDINATION OF SERVICES**

Describe the partnerships within your division between this program and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

VBCPS will coordinate internal resources to execute high quality education programs at the VBJDC as well as in comprehensive schools and alternative centers throughout the city to prepare students for secondary school completion, training, employment, or further education. Division staff will collaborate with parents, the DJJ, local service agencies, businesses, and shelters to implement a structured re-enrollment process per guidelines from the Virginia Board of Education regulation 8 VAC 20-660-10 and the Code of Virginia through § 22.1-17.1 that facilitates the transition of youth from the correctional program. Grant funds will support a VBCPS Student Support Specialist assigned to the VBJDC who will work to ensure the transition of students into and out of the VBJDC and students residing in delinquent facilities within the boundaries of Virginia Beach. Funds will also support additional personnel for the Individual Student Alternative Education Plan (ISAEP) program and to support students transitioning to alternative centers. In

accordance with the Code of Virginia, §22.1-254.D, the purpose of the ISAEP program is to provide individualized educational services for students age 16 and older who meet program provisions established in the Code and guidelines of the Virginia Board of Education. Only school divisions that have approved ISAEP programs may authorize enrolled students between 16 and 17 years of age to take the Tests of General Educational Development (GED®). Virginia-licensed teachers collaborate with special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure ISAEP student achievement. ISAEP students must participate in a career and technical education (CTE) component and complete economics and personal finance coursework while preparing for the GED test. Students, and parents of enrolled students, receiving services as part of the Substance Abuse Intervention Program (SAIP) benefit from contracted services with the City of Virginia Beach Department of Human Services.

These services include programs related to substance abuse intervention, tobacco intervention, discipline intervention, parent education.

**D. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement

sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.

### E. DELINQUENT FACILITY PARTICIPATION

Each year, the division must contact all eligible delinquent facilities in the school division and engage in meaningful consultation on the availability of services for delinquent students funded by Title I, Part D, Subpart 2. (ESEA Section 1113 (3)(A)(iii)).

1. Place an "X" in the appropriate block(s) to indicate how delinquent facilities were notified of the availability of services for students under Title I, Part D, Subpart 2 funds. (Copies of notification must be kept on file at the school division for monitoring purposes.)

<input type="checkbox"/> Regular Mail	<input checked="" type="checkbox"/> Certified Mail
<input checked="" type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Visits to the local facilities	<input checked="" type="checkbox"/> Other (Please specify) <u>Email</u>

2. Complete the chart below:

- In column A, list of the residential delinquent facilities in the school division.
- In column B, indicate the participation status of the delinquent facility for the 2018-2019 school year.
- In column C, enter the number of students reported by the facility in the 2017 October Count of Neglected and Delinquent students (ages 5-17).
- In column D, enter the current number of students ages 5-21 living in the facility.
- In column E, choose the location of academic services from the pull down menu.

[illegible]

School Division: 0

Division Number: 000

**E. DELINQUENT FACILITY PARTICIPATION (CONTINUED)**

3. After facilities have been offered services, then funding can be provided to at-risk programs in the school division. Complete the chart below with information about at-risk programs that will be served with Title I, Part D, Subpart 2 funds.

Name of At-Risk Program	Program Description	Number of Students Served
Renaissance Academy	At-Risk Youth in Division	2361

**F. PROGRAM INFORMATION****Section 1**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Crisis Intervention Home	Contact Person:	Thomasine Norfleet
Address:	811 13th Street	City/Zip Code:	Virginia Beach, VA 23451
Phone (ext)	757-785-0024	E-mail:	tnorfleet@tyscommission.org

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

**1. Program Description** - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, ESEA funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Crisis Intervention Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. All students residing at Crisis Intervention Home are enrolled in VBCPS. Funds for the Crisis Intervention Home will be used to purchase supplemental learning materials to aid students enrolled in VBCPS. These materials will include reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center. Supplemental math materials will be purchased to aid students who may need remediation in mathematics. Additionally the purchase of materials related to GED preparation for students at-risk of dropping out of school may be purchased.

**2. Formal Agreements** – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

To support at-risk students, a formal agreement exists between VBCPS and Tidewater Youth Services Commission (Crisis Intervention Home) in order to provide supplemental support to the VBCPS students at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

**F. PROGRAM INFORMATION (CONTINUED)****Section 1**

**3. Coordination for a Comparable Educational Program** – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Students residing in Crisis Intervention Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

**4. Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

All students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialists (SSS) is assigned specifically to the transitioning of students from the facility and works with the SSS assigned to each of the comprehensive secondary schools and the alternative education center in VBCPS to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility

and related assessments including the most recent Individualized Education Plan (IEP) is on file with the the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinates the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted

student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services.

**F. PROGRAM INFORMATION (CONTINUED)****Section 1**

**5. Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Crisis Intervention Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in SAIP. Pregnant students residing at Crisis Intervention Home may be served by the Young Parents Program at Renaissance Academy.

**6. Coordination with Social, Health, and Other Services** - As appropriate, describe of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Crisis Intervention Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Crisis Intervention Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Crisis Intervention Home as well as enrollment in Aggression Replacement Training. Crisis Intervention Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

**7. Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

For residents of Crisis Intervention Home that are enrolled in the ISAEP program through VBCPS, students benefit from work toward a vocational/career skill. The vocational/career skill component of the ISAEP program may incorporate work-based activities, including paid or unpaid employment experience. In addition students enrolled in the ISAEP program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day. The daytime high school program for pregnant students incorporates partnerships with local agencies and organizations to provide information pertaining to infant and parent safety and wellness.

**8. Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

**F. PROGRAM INFORMATION (CONTINUED)****Section 1**

**9. Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

**10. Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

VBCPS coordinates with community and residential programs operated under the Juvenile Justice and Delinquency Prevention Act (JJDP) to provide high quality instructional services to students and implement a structured re-enrollment process to facilitate the transition of youth from a correctional facility. An option provided through JJDP, the Transitional Living Program provides local residential independent living services for offenders exiting juvenile correctional centers. The program serves male offenders ages 16-21 who are on parole and in need of acquiring competencies for living independently. Services focus on working with the youth to complete high school or obtain a GED, secure employment, understand budget management, and gain pro-social and practical skills.

**11. Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBCPS SSS assigned to provide transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

**12. Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Delinquent students residing at Crisis Intervention Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.



**F. PROGRAM INFORMATION (CONTINUED)****Section 1**

**13. Alternative Placements** - As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.

**14. Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Crisis Intervention Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program.

**15. Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families. Staff at Crisis Intervention Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement.

**16. Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Crisis Intervention Home to encourage and provide supplemental instruction in areas of need.

**F. PROGRAM INFORMATION (CONTINUED)****Section 1**

**17. Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

Data is used to track performance of the students in the ISAEP program as well as students on the caseload of the Student Support Specialists throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Furthermore the reports are reviewed by division personnel to ensure accuracy of data reported. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students. When possible Crisis Intervention Home will participate in pre and post testing of long-term students to determine grade level change in reading and mathematics for students who are served by the grant.

**Section 2**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Please list this section as "not applicable" only if there no other facilities or programs that will receive services.

☐ NOT APPLICABLE

Facility Name:	Lynnhaven Boys Home	Contact Person:	Ericka Palmer
Address:	2293 Lynnhaven Parkway	City/Zip Code:	Virginia Beach, VA 23456
Phone (ext)	757-471-0140	E-mail:	

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

**F. PROGRAM INFORMATION (CONTINUED)****Section 2**

**1. Program Description** - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, ESEA funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Lynnhaven Boys Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. All students residing at the facility are enrolled in VBCPS. Funds for the facility will be used to purchase supplemental learning materials to aid students enrolled in VBCPS. These materials will include reading materials to supplement those items available to students from the library at their school of record. Supplemental math materials will be purchased to aid students who may need remediation in mathematics. Additionally the purchase of materials related to GED preparation for students at-risk of dropping out of school may be purchased.

**2. Formal Agreements** – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

To support at-risk students, a formal agreement exists between VBCPS and Tidewater Youth Services Commission (Lynnhaven Boys Home) in order to provide supplemental support to VBCPS students at the facility. These students are enrolled in VBCPS and receive services directly from the SSS at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently residing at the facility. Funding is provided so that those students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

**3. Coordination for a Comparable Educational Program** – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Students residing in Lynnhaven Boys Home, which is located within the City of Virginia Beach, are enrolled in VBCPS. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in VBCPS. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for those students at the facility. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for delinquent youth with support systems to ensure their continued education.

**F. PROGRAM INFORMATION (CONTINUED)****Section 2**

**4. Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

All students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialists (SSS) is assigned specifically to the transitioning of students from the facility and works with the SSS assigned to each of the comprehensive secondary schools and the alternative education center in VBCPS to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility

and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted

student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services.

**5. Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Lynnhaven Boys Home are considered to be delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in SAIP.

**F. PROGRAM INFORMATION (CONTINUED)****Section 2****6. Coordination with Social, Health, and Other Services** - As appropriate, describe of how schools will coordinate with existing social,

Lynnhaven Boys Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at the facility are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through the facility as well as enrollment in Aggression Replacement Training. Lynnhaven Boys Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

**7. Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

For residents of Lynnhaven Boys Home that are enrolled in in the ISAEP program through VBCPS, students benefit from work toward a vocational/career skill. The vocational/career skill component of the ISAEP program may incorporate work-based activities, including paid or unpaid employment experience. In addition students enrolled in the ISAEP program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day.

**8. Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities

Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

**9. Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

## F. PROGRAM INFORMATION (CONTINUED)

### Section 2

<p><b>10. Coordination with Juvenile Justice Programs</b> - Describe how the program will be coordinated with programs operated under the VBCPS coordinates with community and residential programs operated under the Juvenile Justice and Delinquency Prevention Act (JJDP) to provide high quality instructional services to students and implement a structured re-enrollment process to facilitate the transition of youth from a correctional facility. An option provided through JJDP, the Transitional Living Program provides local residential independent living services for offenders exiting juvenile correctional centers. The program serves male offenders ages 16-21 who are on parole and in need of acquiring competencies for living independently. Services focus on working with the youth to complete high school or obtain a GED, secure employment, understand budget management, and gain pro-social and practical skills.</p>
<p><b>11. Work with Probation Officers</b> - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.</p> <p>The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBCPS SSS assigned to provide transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.</p>
<p><b>12. Individualized Education Program</b> - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.</p> <p>Delinquent students residing at Lynnhaven Boys Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.</p>
<p><b>13. Alternative Placements</b> - As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.</p> <p>Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.</p>

**F. PROGRAM INFORMATION (CONTINUED)****Section 2**

**14. Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Lynnhaven Boys Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program.

**15. Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families. Staff at Lynnhaven Boys Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement.

**16. Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Lynnhaven Boys Home to encourage and provide supplemental instruction in areas of need.

**17. Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

Data is used to track performance of the students in the ISAEP program as well as students on the caseload of the Student Support Specialists throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Furthermore the reports are reviewed by division personnel to ensure accuracy of data reported. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students. When possible Lynnhaven Boys Home will participate in pre and post testing of long-term students to determine grade level change in reading and mathematics for students who are served by the grant.

**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Please list this section as "not applicable" only if there no other facilities or programs that will receive services.

☐ NOT APPLICABLE

Facility Name:	Renaissance Academy	Contact Person:	Kay L. Thomas
Address:	5100 Cleveland Street	City/Zip Code:	Virginia Beach, VA 23462
Phone (ext)	757-648-6000	E-mail:	Kay.Thomas@VBSchools.com

Indicate type of facility: ☐ Residential ☐ Local Correctional Facility ☒ At-Risk Program

Identify students served: ☒ Delinquent ☒ Neglected ☒ At-Risk

**1. Program Description** - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

In support of at-risk students, VBCPS will utilize Title I, Part D, ESEA funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional facilities and secondary educational settings. Funds will support the coordination of instructional efforts between schools and facilities working with neglected, delinquent, and at-risk youth to ensure comparable educational programs. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. Students with substance abuse issues may be referred for placement in the division's SAIP. During this ten-day instructional program, students participate in direct and interactive instruction related to substance abuse and the development of responsible thinking/decision making skills.

**2. Formal Agreements** – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

N/A



**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

**3. Coordination for a Comparable Educational Program** – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Students residing in delinquent facilities located in the City of Virginia Beach are enrolled in VBCPS. Through their enrollment in VBCPS, those youth receive the opportunity to meet the same challenging state academic content and challenging state academic achievement standards that all children in the state are expected to meet. Through regular consultation with the facilities and VBCPS staff at the student's school, supplemental materials and services are offered to the facilities in order to improve educational opportunities for students residing in the facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or neglected and delinquent institutions for youth with support systems to ensure their continued education.

**4. Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

One Student Support Specialist (SSS) is assigned to the transitioning of students detained at a correctional or delinquent facility and works closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student records to ensure appropriate educational placement. Home schools are notified in writing when a student is placed in detention. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent individualized education plan (IEP) is forwarded to the VBJDC. VBCPS teachers implement the division's core secondary school curriculum at the VBJDC and every effort is made to match the student's home school academic schedule. The SSS coordinates the transition of students through contact with School Counselors and the SSS assigned to each of the divisions secondary comprehensive

schools. Placement for youth returning to a VBCPS school or center who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students returning from a correctional facility with a re-enrollment plan are assigned a VBCPS SSS

who coordinates educational remediation, behavioral counseling, and peer mediation services.

**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

**5. Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

VBCPS students are considered to be at-risk for alternative education programs when they have academic and/or behavioral difficulties that are not responsive to regular education interventions. In addition to educational challenges and emotional concerns, these students often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in SAIP.

**6. Coordination with Social, Health, and Other Services** - As appropriate, describe of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

VBCPS coordinates with community agencies to support treatment, rehabilitation, and education for at-risk students. VBCPS students may continue working toward a high school diploma or equivalent through a flexible, accelerated educational program with day, afternoon, and evening classes. A daytime high school program is available for pregnant students who would benefit from smaller classes sizes and additional pregnancy-related resources. A full-time nurse is assigned to monitor the health needs/concerns of pregnant students. A school social worker provides resource referrals, individual/group counseling to promote exploration of pregnancy/parenting issues, and is a liaison between school and community agencies. A school psychologist is assigned to address the mental health concerns of the participants. Work and family studies courses related to parent/child development are also offered.

**7. Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Educational options for neglected, delinquent, and at-risk youth enrolled in the division may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for students ages 16-17. The vocational/career skill component of the ISAEP program may incorporate work-based activities, including paid or unpaid employment experience. In addition students enrolled in the ISAEP program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day. The daytime high school program for pregnant students incorporates partnerships with local agencies and organizations to provide information pertaining to infant and parent safety and wellness.

**8. Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The structured re-enrollment process involves parents of students who have been in the custody of the DJJ. The re-enrollment team convenes to prepare and implement a plan for each student released from detention. Plans include the student's academic placement, schedule, and contact information to promote communication. At Renaissance Academy a placement and monitoring team drafts an IEP for special education students. Through the Guidance Department, a mandatory orientation for parents and students is held for all students entering Renaissance Academy.

**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

**9. Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs prior to detention is minimal. A re-enrollment plan is developed for students detained more than 29 days. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

**10. Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

VBCPS coordinates with community and residential programs operated under the Juvenile Justice and Delinquency Prevention Act (JJDP) to provide high quality instructional services to students and implement a structured re-enrollment process to facilitate the transition of youth from a correctional facility. An option provided through JJDP, the Transitional Living Program provides local residential independent living services for offenders exiting juvenile correctional centers. The program serves male offenders ages 16-21 who are on parole and in need of acquiring competencies for living independently. Services focus on working with the youth to complete high school or obtain a GED®, secure employment, understand budget management, and gain pro-social and practical skills.

**11. Work with Probation Officers** - as appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBCPS Student Support Specialist assigned to provide transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

**12. Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

To exchange relevant student records for appropriate educational placement of students with special needs, one Student Support Specialist (SSS) is dedicated specifically to the transitioning of students detained in the VBJDC and works closely with staff in VBCPS settings. Home schools are notified in writing when a student is placed in detention. Division access to the electronic student information system platforms allows the SSS and special education staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is forwarded to the VBJDC or accessed electronically by the special education teacher on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student while in the custody of the department of juvenile justice system.

**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

**13. Alternative Placements** - as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Educational placement for youth who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for qualified students ages 16-17.

**14. Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment.

**15. Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.

**16. Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the delinquent facilities to encourage and provide supplemental instruction in areas of need.

**F. PROGRAM INFORMATION (CONTINUED)****Section 3**

**17. Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

Data is used to track student progress of those students enrolled in the ISAEP program as well as students on the caseload of the Student Support Specialists throughout the division. Students enrolled at Renaissance Academy are on the caseload of the SSS assigned to Renaissance Academy. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Furthermore the reports are reviewed by division personnel to ensure accuracy of data reported. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.

**G. MEASURABLE OBJECTIVES**

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds .
2. Describe the evidence-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**Measurable Objective 1:**

By the end of the 2018-2019 school year 90% of VBCPS students who have been detained in the Virginia Beach Juvenile Detention Center (VBJDC) for more than 30 calendar days will successfully transition into a traditional or alternative educational setting as recommended by the re-enrollment team.

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

Virginia Beach City Public Schools (VBCPS) will implement a structured re-enrollment process and coordinate support services to facilitate the transition of students between correctional facilities and educational settings. One Student Support Specialist (SSS) is assigned to the transitioning of students detained in the VBJDC and works closely with staff in all VBCPS secondary settings to exchange relevant student records for appropriate educational placement. Students returning from a correctional facility with a re-enrollment plan are assigned a SSS who employs a comprehensive case-management model to coordinate educational remediation, behavioral counseling, and peer mediation services for a minimum of nine weeks. After this initial period, students are evaluated using a rubric measuring three areas – academic performance, attendance, and behavior. Students not demonstrating significant improvement in these areas will continue to be monitored by a Student Support Specialist.

**Measurable Objective 2:**

By the end of school year 2018-2019, 90% of students enrolled in the VBCPS Individual Student Alternative Education Plan (ISAEP) program will pass the Tests of General Educational Development (GED®) and complete the required Career and Technical Education (CTE) component.

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

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. During the 2016-17 school year, 188 students sought ISAEP services as an alternative to dropping out of school; 107 students qualified for program enrollment; of the 80 ISAEP students who took the test, 79 students (99%) passed the GED test and completed the CTE component. ISAEP teachers licensed by the Commonwealth of Virginia will work in collaboration with special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure student achievement.

**G. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 3:**

By the end of school year 2018-2019, 90% of students residing long term at Crisis Intervention Home and Lynnhaven Boys home will show grade level improvement in reading and mathematics.

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

Students residing at Crisis Intervention Home and Lynnhaven Boys Home will receive supplemental instructional materials to aid in reading and mathematics. Pre- and post-testing of students residing at the facilities long-term (a minimum period of 90 days) will occur and allow for tracking of improvement in the specified areas of reading and mathematics. Through coordination with reading specialists and instructional personnel at VBCPS comprehensive schools and the alternative education center, supplemental instructional materials and online resources will be provided to the delinquent facilities to aid students in improving reading and mathematics scores.

**Measurable Objective 4:****Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

### Measurable Objective 5:

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**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:

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

Measurable Objective 8:

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

**H. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

		Amount Budgeted														
		Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B		
		Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability Award S367A180044 Project Code APE60015	Title IV, Part A, Transferability Award S424A180048 Project Code APE60021	Title IV, Part A, Transferability	EL		IV		Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	
Title II, Part A, Transferability	Title IV, Part A, Transferability								Title II, Part A, Transferability	Title IV, Part A, Transferability						
Amount Transferred to Program						0.00	0.00									
OBJECT CODE - EXPENDITURE TYPE																
1000 - Personal Services																
Administration						0.00	0.00									
Teachers						0.00	0.00									
Paraprofessionals						0.00	0.00									
Teacher Incentives																
Private School Set-Aside																
Parent and Family Engagement						0.00	0.00									
Professional Development						0.00	0.00									
Value of professional development personnel-related services or stipends on behalf of private schools																
Other						0.00	0.00									
Total Personal Services						0.00	0.00									
2000 - Employee Benefits																
Fixed Charges (Administrative and Instruction)						0.00	0.00									
Teacher Incentives																
Private School Set-Aside																
Fixed Charges (Parent and Family Engagement)						0.00	0.00									
Fixed Charges (Professional Development)						0.00	0.00									
Value of professional development personnel-related benefits on behalf of private schools																
Total Employee Benefits						0.00	0.00									
3000 - Purchased/Contracted Services																
Supportive Services (Med., Dental)						0.00	0.00									
Evaluation Services						0.00	0.00									
Parent and Family Engagement						0.00	0.00									
Private School Set-Aside																
Professional Development						0.00	0.00									
Teacher Quality (i.e., assessments; recruitment)						0.00	0.00									
Tutoring Services						0.00	0.00									
Other						0.00	0.00									
Total Purchased/Contracted Services						0.00	0.00									

<b>4000 - Internal Services</b>														
Public School Choice Transportation					0.00	0.00								
Pupil Transportation					0.00	0.00								
Food Services					0.00	0.00								
Private School Set-Aside														
Professional Development					0.00	0.00								
Parent and Family Engagement					0.00	0.00								
Other					0.00	0.00								
Total Internal Services					0.00	0.00								
<b>5000 - Other Charges</b>														
Travel (Staff/Administrative)					0.00	0.00								
Maintenance/Operation of Plant					0.00	0.00								
Indirect Cost					0.00	0.00								
Private School Set-Aside														
Professional Development					0.00	0.00								
Parent and Family Engagement					0.00	0.00								
Other					0.00	0.00								
Total Other Charges					0.00	0.00								
<b>6000 - Materials and Supplies</b>														
Administrative					0.00	0.00								
Instructional					0.00	0.00								
Private School Set-Aside														
Professional Development					0.00	0.00								
Parent and Family Engagement					0.00	0.00								
Other					0.00	0.00								
Total Materials and Supplies					0.00	0.00								
<b>8000 - Capital Outlay</b>														
Equipment for Instruction					0.00	0.00								
Buildings					0.00	0.00								
Remodeling					0.00	0.00								
Professional Development					0.00	0.00								
Parent and Family Engagement					0.00	0.00								
All Other Equipment					0.00	0.00								
Total Capital Outlay					0.00	0.00								
<b>TOTAL BUDGET</b>					<b>0.00</b>	<b>0.00</b>								
Does Budget Match Amount Transferred to Program?					Yes	Yes								

**DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 30-31.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Item Description	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools			
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Justify such expenditures by demonstrating a relationship between the proposed expenditure for the program services and activities described in the application.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

000

Justify such expenditures by demonstrating a relationship between the proposed expenditure for the program services and activities described in the application. Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost.

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**I. DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 47.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Other \$184,555.81		
Student Support Specialist assigned to the transitioning of students at VBJDC and delinquent facilities in Virginia Beach (\$61,839.73 per year); Temporary Employment Agreement with health benefits for general assistant assigned to the Individual Student Alternative Education Plan (ISAEP) program (\$20,231.60; 1,480 hours @ \$13.67/hour); two Temporary Employment Agreements with health benefits for instructional personnel to support the ISAEP program (\$61,091.84; 2,512 hours total @ \$24.32/hour); Temporary Employment Agreement with health benefits for support services for re-enrollment students assigned to the Adult Learning Center and Renaissance Academy (\$41,392.64; 1702 hours @ \$24.32/hour)		
Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private		0.00
Student Support Specialist Position	1.0	61,839.73
General Assistant Assigned to the ISAEP Program	0.0	20,231.60
Temporary Employment Agreement for two additional instructional personnel to support the ISAEP Program	0.0	61,091.84
Temporary Employment Agreement for support services for re-enrollment of students	0.0	41,392.64
Total for Object Code:	1.0	184,555.81

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Fixed Charges \$65,647.17	
\$ 14,118.52 FICA – employer's portion of Social Security/Medicare @ 7.65%	
\$ 9,696.47 VRS – employer's portion of retirement contribution @ 15.68%	
\$ 742.08 RHIC – employer's portion of retiree health insurance coverage @ 1.2%	
\$ 810.10 Life Ins – employer's portion of life insurance coverage @ 1.31%	
\$ 40,280.00 Health – employer's portion of health insurance coverage @ \$8,056.00 per FTE or qualifying TEA (5)	
Item Description	Total Cost
FICA - Employer's portion of Social Security / Medicare @ 7.65%	14,118.52
VRS - Employer's portion of retirement contribution @ 15.68%	9,696.47
RHIC - Employer's portion of retiree health insurance coverage @ 1.2%	742.08
Life Ins - Employer's portion of life insurance coverage @ 1.31%	810.10
Health - Employer's portion of health insurance coverage @ \$8,056.00 per FTE or qualifying TEA (5)	40,280.00
Total for Object Code:	65,647.17

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Justify such expenditures by demonstrating a relationship between the proposed expenditure for the program services and activities described in the application.

Other \$5,000.00

VBCPS will contract with online providers to offer web-based courses and supplemental instruction for alternative education programs. Neglected and delinquent students in grades 6-12 benefit from the expanded educational options available through virtual learning programs. In consultation with delinquent facilities, VBCPS will also acquire additional web-based technological services that will further support student achievement initiatives and additional learning opportunities to benefit students residing in local delinquent facilities.

Item Description	Total Cost
Contracts to provide online resources to students	5,000.00
Total for Object Code:	5,000.00

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Total Cost
Total for Object Code:	0.00

Justify such expenditures by demonstrating a relationship between the proposed expenditure for the program services and activities described in the application. Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost.

Indirect Cost      \$6,272.74	
Indirect cost associated with LEA administration of federal grants; restricted rate, 2.4 percent	
Item Description	Total Cost
Indirect Cost @ 2.4%	6,272.74
Total for Object Code:	6,272.74



Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 must be approved in advance by the Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

Item Description	Quantities	Total Cost
Total for Object Code:	0.00	0.00

**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- **Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- **Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- **Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- **Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- **Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)
- **Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- **Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- **Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- **Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).
- **Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.



**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

- **Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- **Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

• **Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**J. BUDGET SUMMARY**  
**TITLE I, PART D FUNDS**

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs
<b>1000 - Personal Services</b>	Administration		
	Teachers		
	Paraprofessionals		
	Other	184,555.81	1.00
	Professional Development		
	Parental Involvement		
	<b>Total Personal Services</b>	184,555.81	
<b>2000 - Employee Benefits</b>	Fixed Charges (Administrative and Instruction)	65,647.17	
	Fixed Charges (Professional Development)		
	Fixed Charges (Parental Involvement)		
	<b>Total Employee Benefits</b>	65,647.17	
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)		
	Evaluation Services		
	Professional Development		
	Parental Involvement		
	Other	5,000.00	
	<b>Total Purchased/Contracted Services</b>	5,000.00	
<b>4000 - Internal Services</b>	Pupil Transportation		
	Food Services		
	Professional Development		
	Parental Involvement		
	Other		
	<b>Total Internal Services</b>	0.00	
<b>5000 - Other Charges</b>	Travel (Staff/Administrative)		
	Maintenance of Plant		
	Operation of Plant		
	Indirect Cost	6,272.74	
	Professional Development		
	Parental Involvement		
	Other		
	<b>Total Other Charges</b>	6,272.74	
<b>6000 - Materials and Supplies</b>	Administrative		
	Instructional	11,161.03	
	Professional Development		
	Parental Involvement		
	<b>Total Materials and Supplies</b>	11,161.03	
<b>8000 - Capital Outlay</b>	Equipment for Instruction		
	Buildings		
	Remodeling		
	All Other Equipment		
	Professional Development		
	Parental Involvement		
	<b>Total Capital Outlay</b>	0.00	
	<b>TOTAL BUDGET</b>	272,636.75	<b>Does the total budget equal the sum of the detailed budget?</b> <b>Yes</b>

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

Note: Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title I, Part D, Subpart 2  
Prevention and Intervention Programs for Children  
Who Are Neglected, Delinquent or At-Risk**

**Individual Application  
Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
July 1, 2018**

**ESEA Grant Award Period:  
July 1, 2018 – September 30, 2019**

**Virginia Department of Education  
Division of Instruction  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120**

## **Application Guidelines**

### **Purpose of Program and General Use of Funds**

The overarching purpose of the grant is to support student achievement under Virginia's Accountability Plan provisions, including the following:

- Supporting student mastery of K-12 college-and career-ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Title I, Part D, Subpart 2, has three primary purposes:

1. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;
2. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; and
3. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The legislation outlines five appropriate uses of funds:

1. Programs that serve children and youth returning to local schools from correctional facilities;
2. Dropout prevention programs, including pregnant teens, migrant and immigrant youth, limited English proficient students, and gang members;
3. Health and social services, including day care, drug and alcohol counseling, and mental health services that will help individuals complete their education;
4. Vocation and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for post- secondary education; and/or
5. Programs providing mentoring and peer mediation.

### **Application Submission and Approval Deadline**

- The consolidated or individual application submission date is by July 1, 2018; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of July 1, 2018. A school division that submits an approvable application after July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### **Submission to the Virginia Department of Education**

- Applications will be submitted using the Web based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on pages 3-4.

- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page **should not be submitted** to the Virginia Department of Education. **The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances.** Additional information on assurances is included in the “General Assurances and Program Specific Assurances” section on page 3.

### **Revisions and Amendments to Applications**

- Revisions are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2018, through September 30, 2019. Under the Tydings Amendment, school divisions have until September 30, 2020, to encumber 2018-2019 funds.
- Final reimbursements must be submitted to the Department by November 15, 2020. Reimbursements are submitted using the OMEGA system.
- If the 2018-2019 allocation amounts are not available to school divisions by the application submission date, the 2017-2018 Title I, Part D, Subpart 2 allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2018-2019 Title I, Part D, Subpart 2, federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

### **General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the “Tab” key to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIPtD18-19.xls” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Alleghany County’s Title I, Part D, application should be saved as “003TitleIPtD18-19.xls” in the electronic files for school division. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://plpe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed to Tiffany Frierson, Title I Specialist, at [Tiffany.Frierson@doe.virginia.gov](mailto:Tiffany.Frierson@doe.virginia.gov) or at (804)371-2682.

### **Instructions for Completing the Application**

#### **A. Cover Page (Pages 1-3)**

1. Complete the school division information section. Select the drop down box that appears in the Applicant (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2017-2018 funding allocations will appear in the column labeled 2016-2018 Allocation. Please indicate whether or not you submitted a consolidated application for 2018-2019 by selecting “yes” or “no” from the drop down list in the column marked 2017-2018 Consolidated Application.
5. After completing step 1 above, in the far right column 2018-2019 Allocation Total, enter your school division’s allocations to be included in the 2018-2019 Individual Application. If you do not know your 2018-2019 allocation, you may use the 2018-2019 amount.
6. Transferability (p. 2)
  - If the division does not intend to transfer funds between qualifying program, the “Transferability” section should be left blank. If the division does intend to transfer funds, please note that prior approval is required prior to completing the Transferability section of the application. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

#### **B. Program Overview (Page 4)**

1. Describe the instructional programs or program services at each delinquent facility or program served to be developed with the requested federal funds.
2. Include a description of the targeted population(s). (Examples are: characteristics of the students, including behavioral characteristics, substance abuse; types of students served: subgroups, neglected students, delinquent, students, English learners, special education students; instructional staff, administrative staff, paraprofessionals, parents, etc.)
3. Describe how the state agency’s program will support the goals of ESEA, as amended:

- a. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;
  - b. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; and
  - c. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.

### **C. Coordination of Services (Page 5)**

Describe the partnership within your division between these programs and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staffs, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

### **D. General Education Provisions Act (GEPA) Section 427 (Page 6)**

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

### **E. Delinquent Facility Participation (Pages 7-8)**

- Indicate how delinquent facilities were notified of the availability of services funded by Title I, Part D, Subpart 2.



- Complete number 7 by:
  - Listing the residential delinquent facilities in the school division.
  - Indicating the participation status of the delinquent facility for the 2018-2019 school year.
  - Enter the number of students reported by the facility in the 2017 October Count of Neglected and Delinquent students (ages 5-17).
  - Entering the current number of students ages 5-21 living in the facility.
  - Choosing the location of academic services from the pull down menu.
- Indicate if funding will be provided to at-risk programs in the school division. Complete the chart with information about at-risk programs that will be served with Title I, Part D, Subpart 2 funds. At-risk programs can be served after the identified needs of the local delinquent facilities have been met.

#### **F. Program Information (Pages 9-25)**

Those applying for funds under Title I, Part D, Subpart 2, will need to complete the following information for each facility or program being supported. Each section should be completed based on Section 1423 and 1425 of the Every Student Succeeds Act.

- Section 1423 of the federal legislation outlines the requirements that must be included in the application. The school division should address all items for a comprehensive overview of the Title I, Part D, services being offered to students. Please indicate not applicable (N/A) if a particular item does not apply. The goals and objectives reflected in the application should relate to the described program.
- Section 1425 of the federal legislation outlines the requirements that must be included in the application for each facility entering into an agreement with a school division under Section 1423(2) to provide services.

#### **Definitions of Terms for Title I, Part D:**

- **Adult Correctional Institution:** A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.
- **At-Risk:** When used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
- **Community Day Program:** A regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children and youth.
- **Institution for Neglected or Delinquent Children and Youth:**
  - A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians; **or**
  - A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

#### **G. Measurable Objectives (Pages 26-29)**

1. In the tables on pages 26-29, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year with an adjusted time period.
2. Describe the scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed below.

**What is a Measurable Objective?**

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

**Examples:**

1. In the spring of 2018, students with disabilities will demonstrate a five percent increase in the subgroup's mathematics performance on the Standards of Learning assessment.
2. During 2017-2018, 85% of students at the City Juvenile Center will increase their reading skills by at least one month for each month they are in residence at the center as measured by STAR pre- and post- reading assessments.

School divisions that have not received the data in sufficient time to complete certain measurable objectives by the application deadline should still consider submitting the application on time. Upon receipt and analysis of the student-level data, divisions may submit revisions to the application.

**H. Transferability Tab (Pages 30-36)**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

Enter the amount budgeted in each object code on lines 16 through 92. A red "Yes" will appear on line 95, "Does Budget Match Amount Transferred to Program?" if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

**I. Detail Budget Breakdown (Pages 37-46)**

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. The applicable detail budget breakdown sheets must also be completed.
3. The "Expenditure Accounts Description" under the detail budget tab pages 42-46, provides definitions for the object codes. Please review carefully.

**J. Budget Summary – Basic Funds (Page 47)**

1. Provide the summary budget by object code, expenditure, and amount budgeted.
2. Provide the program summary budget that must reflect resources needed to achieve the measurable objectives.
3. The "Expenditure Accounts Description" on pages 42-46 provides definitions for the object codes. Please review carefully.

## **Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 1	– Prevention and Intervention Programs for Children and Youth Who Are
Title I, Part D, Subpart 2	Neglected, Delinquent, or At-Risk
Title II, Part A	– Supporting Effective Instruction
Title III, Part A	– Language Instruction for English Learners and Immigrant Students
Title IV, Part A	– Student Support and Academic Enrichment Grants
Title V, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 114-95, Title XIII, Section 8524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;

14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
  15. It will comply with the other application requirements outlined in Section 8501. Private School Children; Section 8502. Bypass; and Section 8521. Maintenance of Effort under Title XIII –Other Provisions.
  16. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## **PROGRAM SPECIFIC ASSURANCES**

### **Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk**

Each plan shall provide that:

- I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
- II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
  - (1) maintain and improve educational achievement;
  - (2) accrue school credits that meet state requirements for grade promotion and secondary school graduation;
  - (3) make the transition to a regular program or other education program operated by a local educational agency;
  - (4) complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
  - (5) participate, as appropriate, in postsecondary education and job training programs.



Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**A. COVER PAGE**

Title II, Part A, Supporting Effective Instruction

Due by July 1, 2018

2018-2019 Individual Program Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

Place an "X" by the applicable response.

☒ Original

☐ Revision :  
Revision #

Date:

Explain

☐ Amendment:  
Amendment #

Date:

Explain

**To be Completed by School Division**

Applicant (Legal Name of Agency) VA BEACH CITY PUBLIC SCHOOLS	Division Number 128	Title II, Part A, Coordinator Lesley L. Hughes, Ed.D.	
Mailing Address (Street, City or Town, Zip Code) 2512 George Mason Drive, Virginia Beach, VA 23456-0038	Phone: 757-263-1443	Ext:	
Email: lesley.hughes@vbschools.com			

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/11/18 .

\_\_\_\_\_  
Superintendent's Signature  
Aaron C. Spence, Ed.D.

\_\_\_\_\_  
Superintendent's Name  
06/11/18

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature  
Beverly M. Anderson

\_\_\_\_\_  
Board Chairperson's Name  
06/11/18

\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.



**APPLICATION INFORMATION**

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	ELIGIBLE PROGRAM	2018 - 2019 Allocation Total
1,644,936.85	No	Title II, Part A, Supporting Effective Instruction	1,644,963.85
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	1,644,963.85

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:		Amount
Title II, Part A	TO		Title I, Part A	
			Title I, Part C	
			Title I, Part D	
			Title III, Part A	
			Title IV, Part A	
			Title V, Part B	
		Total	0.00	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW (3 PAGES)**

In narrative format:

Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including descriptions of the following:

- how the activities are aligned to challenging State academic standards;
- the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- how the division ensures that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements.
- how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
- how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Describe the consultation process used in development of the program, including a description of the stakeholders involved in the process.

Describe the targeted population(s). (Examples are: instructional and administrative staff, principals, paraprofessionals, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

\*Virginia Beach City Public Schools (VBCPS) will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher capacity for meeting the needs of VBCPS students in eighteen schools. In order to have the highest impact on student achievement and to meet state and local benchmarks, as well as to demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Instructional coaches will collaborate, plan, model and assist teachers in utilizing data to drive instruction. Professional learning on research based coaching models will be provided by staff in the Department of Teaching and Learning to coaches funded through Title II, Part A.

\*The targeted population of schools receiving instructional coaches are schools performing in the two lowest quartiles on the state assessment, when compared to all VBCPS schools. Instructional coaches will supplement the core instructional program and services provided to all VBCPS schools with local funds. A Needs Assessment was conducted in the spring of 2018 to determine schools with the greatest need for instructional coaching and to determine professional learning needs for coaches for the 2008-2019 school year. All schools were rank ordered by the spring 2018 raw score data and also by their three year trailing data for SOL testing years 2016, 2017, and 2018. Based on the results of the Needs Assessment, instructional coaches were assigned to school in danger of not meeting state and local benchmarks. Professional learning will be planned and provided during 2018-2019 to meet the needs of the instructional coaching staff, based on the survey results.

\*Annual contact was made with all private schools in the geographical boundaries of the city of Virginia Beach in February of 2018. A meeting was held in March 2018 with private school representatives to provide information on Title II, Part A, funds and equitable services. Ongoing consultations will be held throughout the school year as needed. Title II, Part A, funds will provide private schools with equitable services based on the calculated value of services for participating private schools for the 2018-2019 allocation.

**B. PROGRAM OVERVIEW (CONTINUED)**

**B. PROGRAM OVERVIEW (CONTINUED)**

**C. COORDINATION OF SERVICES (2 PAGES)**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

\*Funds from Title II, Part A, and local operating funds will be used to support instructional coaching in the core content areas of reading and mathematics. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, staff and Title II, Part A, staff to collaborate and share instructional practices.

**C. COORDINATION OF SERVICES (CONTINUED)**

**D. MEASURABLE OBJECTIVES**

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Note: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessment and stakeholder consultations.

Measurable Objective 1:

\*By June 2018, 90% of schools receiving Title II, Part A, funds via an instructional coach will meet or exceed Federal, state, and local benchmarks in Reading and Mathematics (English 75% and Mathematics 70%).

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

\*Strategies:

\*Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

\*Professional learning will be provided in coaching models and strategies.

Measurable Objective 2:

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



**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 3:

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

Measurable Objective 4:

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

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

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

Measurable Objective 6:

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

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:

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

Measurable Objective 8:

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

**E. DETAIL BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area.

Do the totals equal the Summary Budget sheet? **Yes**

**BREAKDOWN OF STAFF POSITIONS****OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

Personnel Services - Instructional Coaches		
Workshop instructor pay to VBCPS instructional specialists for professional development provided during off-contract hours on behalf of participating private schools.		
Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools		300.00
Instructional Coaches	18	1,101,135.21
Total for Object Code:		18.0 1,101,435.21

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

FICA 7.65%; VRS 15.68%; RHIC 1.2%; Health \$8,056 per FTE; Life 1.31%	
Item Description	Total Cost
Private School Set-aside	22.95
Instructional Coaches Benefits	441,916.88
Total for Object Code:	441,939.83

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application.

Funds will be used to provide equitable services for participating private schools relating to course work, on-site workshops, or similar activities.

Title II, Part A  
2018-2019 Individual Application

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

[illegible]

Indirect costs calculated at 2.4%
Funds will be used to provide equitable services for participating private schools through professional development and related travel.

Title II, Part A  
2018-2019 Individual Application

### DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 should be reported in “materials and supplies.”

Title II, Part A, funds will be used for administrative materials and supplies for program implementation. Funds will also be used to provide equitable services for participating private schools through the purchase of professional development titles and publications in support of professional learning related to course work and daily practice.

Item Description	Quantity	Total Cost
Private School Set-aside		2,163.47
Administrative materials and supplies for program implementation		1,359.40
Total for Object Code:	0.00	3,522.87



All capital outlay expenditures in the aggregate over \$5,000 must be approved in advance by the Virginia Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application.

Total for Object Code:	0.00	0.00	0.00
------------------------	------	------	------

**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)
- Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).
- Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

• Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**F. BUDGET SUMMARY****Title II, Part A**

		<b>A. Title II, Part A Budget for 2018-2019 Award S367A180044 Project Code APE61481</b>		<b>Does Budget Summary match Detail Budget tab?</b>
<b>2018-2019 Allocation:</b>		<b>1644963.85</b>		
<b>OBJECT CODE</b>	<b>EXPENDITURE</b>	<b>AMOUNT BUDGETED Title II, Part A</b>	<b>FTEs</b>	
<b>1000 - Personal Services</b>	Administration of Title IIA program	0.00		
	Professional Development	1,101,135.21	18.00	
	Class-Size Reduction Teachers	0.00		
	Substitute Teachers	0.00		
	Teacher Incentives	0.00		
	Other	0.00		
	Value of professional development personnel-related services or stipends on behalf of private schools	300.00		
	Total Personal Services	1,101,435.21		Yes
<b>2000 - Employee Benefits</b>	Fixed Charges (Title IIA Administration)	0.00		
	Fixed Charges	441,916.88		
	Teacher Incentives	0.00		
	Value of professional development personnel-related benefits on behalf of private schools	22.95		
	Total Employee benefits	441,939.83		Yes
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)			
	Professional Development	0.00		
	Teacher Quality (i.e., assessments; recruitment)	0.00		
	Private School Set-Aside	26,000.00		
	Other	0.00		
	Total Purchased/Contracted Services	26,000.00		Yes
<b>4000 - Internal Services</b>	Pupil Transportation			
	Food Services	0.00		
	Other	0.00		
	Total Internal Services	0.00		Yes
<b>5000 - Other Charges</b>	Professional Development (conference registrations, tuition, etc.)	0.00		
	Travel	0.00		
	Maintenance of Plant			
	Operation of Plant			
	Indirect Cost	37,065.94		
	Other	0.00		
	Private School Set-Aside	35,000.00		
	Total Other Charges	72,065.94		Yes
<b>6000 - Materials and Supplies</b>	Administrative (Title IIA program)	1,359.40		
	Professional Development	0.00		
	Private School Set-Aside	2,163.47		
	Total Materials and Supplies	3,522.87		Yes

<b>8000 - Capital Outlay</b>	Equipment for Instruction		
	Buildings		
	Remodeling		
	Professional Development Equipment	0.00	
	Total Capital Outlay	0.00	
	<b>Total Budget</b>	1,644,963.85	
<b>Total Private School Set-Aside</b>		\$63,486.42	
	Does Grand Total above equal the 2018-2019 Allocation on the "Narrative & Detail Budget" Tab?	Yes	Yes

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.



School Division:

0

Division Number:

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**G. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

	Amount Budgeted													
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability Award S424A180048 Project Code APE60022	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
Amount Transferred to Program							0.00							
OBJECT CODE - EXPENDITURE TYPE														
<b>1000 - Personal Services</b>														
Administration							0.00							
Teachers							0.00							
Paraprofessionals							0.00							
Teacher Incentives							0.00							
Professional Development							0.00							
Value of professional development personnel-related services or stipends on behalf of private schools							0.00							
Other							0.00							
Total Personal Services							0.00							
<b>2000 - Employee Benefits</b>														
Fixed Charges (Administrative)							0.00							
Fixed Charges (Instructional and Other)							0.00							
Teacher Incentives							0.00							
Fixed Charges (Professional Development)							0.00							
Value of professional development personnel-related benefits on behalf of private schools							0.00							
Total Employee Benefits							0.00							
<b>3000 - Purchased/Contracted Services</b>														
Evaluation Services							0.00							
Parent and Family Engagement														
Private School Set-Aside							0.00							
Professional Development							0.00							
Teacher Quality (i.e., assessments; recruitment)							0.00							
Other							0.00							
Total Purchased/Contracted Services							0.00							

<b>4000 - Internal Services</b>														
Food Services							\$0.00							
Private School Set-Aside							0.00							
Professional Development							0.00							
Other							0.00							
Total Internal Services							0.00							
<b>5000 - Other Charges</b>														
Travel (Staff/Administrative)							0.00							
Indirect Cost							0.00							
Private School Set-Aside							0.00							
Professional Development							0.00							
Other							0.00							
Total Other Charges							0.00							
<b>6000 - Materials and Supplies</b>														
Administrative							0.00							
Instructional														
Private School Set-Aside							0.00							
Professional Development							0.00							
Other														
Total Materials and Supplies							0.00							
<b>8000 - Capital Outlay</b>														
Professional Development							0.00							
Total Capital Outlay							0.00							
Total Private School Set-Aside							0.00							
TOTAL BUDGET							0.00							
Does Budget Match Amount Transferred to Program?							Yes							

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

128

**DETAIL BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area.

Do the totals equal the Summary Budget sheet?

**Yes****BREAKDOWN OF STAFF POSITIONS****OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

Item Description	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools			
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

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

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application.

Page 29

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

Page 30

Provide a description for expenses related to object code 5000.

Total for Object Code:	0.00
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**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000**

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment

[illegible]

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

128

### DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures in the aggregate over \$5,000 must be approved in advance by the Virginia Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application.

[illegible]



**H. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide translated materials in languages and or formats as needed to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representatives of the programs served, in planning and implementation of programs funded by the grant.

**I. TEACHER QUALITY****Part 1****Teacher Quality**

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2018-2019 school year, the following information on teacher and paraprofessional quality from the 2017-2018 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the licensure and endorsement status of instructional personnel for the 2017-2018 school year.

See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent's Memorandum Number #301-17, October 13, 2017.

**Teachers (all schools and all federal core content subjects)**

Number of <b>classes</b> taught by properly licensed and endorsed teachers	<u>17,518</u>
Number of <b>classes not</b> taught by properly licensed and endorsed teachers	<u>33</u>
Total <b>classes</b>	<u>17,551</u>
Percent of classes taught by properly licensed and endorsed teachers	<u>99.81%</u>

**Paraprofessionals (Title I schools only)**

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.  
For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Properly Qualified Instructional Paraprofessionals	<u>198</u>
Total Instructional Paraprofessionals who are Not Properly Qualified	<u>2</u>
Total Instructional Paraprofessionals	<u>200</u>
Percent of Properly Qualified Paraprofessionals	<u>99.00%</u>

**Part 2****EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED, AND EFFECTIVE TEACHERS**

Describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2017-2018 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools at each grade span and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations.

**J. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☒ **Yes (If yes, complete the remainder of this page.)**

☐ **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Certified Mail

☒ Telephone Calls

☒ Meetings

☐ Visits to the Private School

☒ Other (Please specify)

Email

3. What is the public school division's projected K-12 enrollment for the 2018-2019 school year? 66,888

4. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	\$1,644,963.85
b. Amount of funds allocated for administration	\$38,425.34
c. Amount to use for set-aside calculations	<b>\$1,606,538.51</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	<b>\$0.00</b>

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
- In column C, enter the K-12 enrollment of private schools participating in services for the 2018-2019 award year.
- Columns D and E will automatically calculate the value of services for the 2018-2019 award year.
- In Column F, indicate the method of notification for each private school.

7. For the 2018-2019 award year, enter the estimated private school-set aside (Cell J93) onto the Summary Budget Tab under the "Budget for 2018-2019" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

Value of services for participating private schools – from Title IIA 2018-2019 budget	Value of additional services for participating private schools - from 2018-2019 TRANSFERABILITY	Total Value of Services for Public Schools from 2018-2019 allocation	Total Value of additional services for Public Schools from 2018- 2019 TRANSFERABILITY
\$63,486.42	\$0.00	\$1,543,052.09	\$0.00

A	B	C	D	E	F
Name of each Private School	Participation Status for 2017- 2018 award year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2018-2019 Title IIA budget, per school (calculated field)	Estimated Value of additional services from Transferability funds	Method of Notification (for non-participating schools only)
All Saints Day School	No		\$0.00	\$0.00	
Anchor Christian School	No		\$0.00	\$0.00	
Atlantic Shores Christian School	Yes	363	\$8,374.12	\$0.00	
A World of Children	No		\$0.00	\$0.00	
Back Bay Christian Academy	No		\$0.00	\$0.00	
Barefoot Kids Christian Day School	No		\$0.00	\$0.00	
Bayside Presbyterian Preschool and Kindergarten	No		\$0.00	\$0.00	
Beach Day School	Yes	13	\$299.90	\$0.00	
Beach Montessori Christian Academy	No		\$0.00	\$0.00	
Beach Manor School	No		\$0.00	\$0.00	
Bellamy Manor School	No		\$0.00	\$0.00	
Bishop Sullivan Catholic School	Yes	467	\$10,773.31	\$0.00	
Broadway Manor School	No		\$0.00	\$0.00	
Bullfrogs and Butterflies Preschool&Kindergarten	No		\$0.00	\$0.00	
Cape Henry Collegiate School	No		\$0.00	\$0.00	
Chesapeake Bay Academy	No		\$0.00	\$0.00	
Coastal Christian Academy	No		\$0.00	\$0.00	
Courthouse Academy	No		\$0.00	\$0.00	
Courthouse Montessori School	No		\$0.00	\$0.00	
Enoch Christian Academy	No		\$0.00	\$0.00	
Forever Young Montessori School	No		\$0.00	\$0.00	
Friends School Virginia Beach	Yes	132	\$3,045.13	\$0.00	
Galilee Montessori School	No		\$0.00	\$0.00	
Gateway Christian School	No		\$0.00	\$0.00	
The Goddard School	No		\$0.00	\$0.00	
Great Neck Preschool and Kindergarten	No		\$0.00	\$0.00	
Hebrew Academy	Yes	71	\$1,637.91	\$0.00	
Holy Family Day School	No		\$0.00	\$0.00	
Hope Lutheran School	No		\$0.00	\$0.00	
Ivy League School	No		\$0.00	\$0.00	
Kids of Grace Preschool & Kindergarten	No		\$0.00	\$0.00	
Kids Town Learning Center	No		\$0.00	\$0.00	
Kings Grant Academy and Day School	No		\$0.00	\$0.00	
Kempsville Child Development Center	No		\$0.00	\$0.00	
Kempsville Presbyterian Church Day School	No		\$0.00	\$0.00	
London Bridge Baptist Preschool& Kindergarten	No		\$0.00	\$0.00	

Montessori Academy Virginia	No		\$0.00	\$0.00
New Light Baptist School of Excellence	No		\$0.00	\$0.00
Norfolk Christian School-Virginia Beach Campus	Yes	69	\$1,591.77	\$0.00
Oak Tree Academy	No		\$0.00	\$0.00
Old Donation Episcopal Day School	No		\$0.00	\$0.00
Plaza Baptist Christian	No		\$0.00	\$0.00
Primrose School of Virginia Beach	No		\$0.00	\$0.00
Rainbow Station Virginia Beach	No		\$0.00	\$0.00
Rivermont School of Tidewater	Yes	68	\$1,568.71	\$0.00
Rollingwood Academy	No		\$0.00	\$0.00
St. Gregory the Great Catholic School	Yes	608	\$14,026.07	\$0.00
St. John the Apostle Catholic School	Yes	300	\$6,920.76	\$0.00
St. Matthew's Catholic School	Yes	516	\$11,903.70	\$0.00
Star of the Sea Catholic School	Yes	145	\$3,345.03	\$0.00
Stratford Preschool	No		\$0.00	\$0.00
Sunnybrook Day School	No		\$0.00	\$0.00
Tabernacle Baptist	No		\$0.00	\$0.00
Tidewater Classical Academy	No		\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00

Per Pupil Expenditure (calculated field):	23.07	Total Private school set- asides	<b>\$63,486.42</b>	<b>\$0.00</b>
Per Pupil Expenditure for Transferability funds (calculated field):	0.00		Use this figure for private school set- asides in 2018- 2019 budget	Use this figure for private school set- asides in 2018- 2019 budget Transferability

***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title II, Part A  
Supporting Effective Instruction**

**Individual Application**  
**Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
July 1, 2018**

**ESEA Grant Award Period:  
July 1, 2018 – September 30, 2019**

**Virginia Department of Education  
Division of Instruction  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120**

## **Application Guidelines**

### **Purpose of Program and General Use of Funds**

The overarching purpose of the grant is to support student achievement under Virginia's Accountability Plan provisions, including the following:

- Supporting student mastery of K-12 college and career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Title II, Part A, funds are to be used to develop instructional programs that:

- Increase student academic achievement consistent with challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

### **Application Submission and Approval Deadline**

- The consolidated or individual application submission date is by July 1, 2018; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of July 1, 2018. A school division that submits an approvable application after July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### **Submissions to the Department of Education**

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page **should not be submitted** to the Virginia Department of Education. **The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances.** Additional information on assurances is included in the "General Assurances and Program Specific Assurances" section on page 3.

### **Revisions and Amendments to Applications**

- Revisions are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.

- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper-right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title II, Part A, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2018, through September 30, 2019. Under the Tydings Amendment, school divisions have until September 30, 2020, to encumber 2018-2019 funds.
- Final reimbursements must be submitted to the Department by November 15, 2020. Reimbursements are submitted using the OMEGA system.
- Should the 2018-2019 allocation amounts be unavailable to school divisions by the application submission date, the 2017-2018 Title II, Part A, allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2018-2019 Title II, Part A federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

### **General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white cell. Color-coded cells have been added to the budget summary and Transferability pages to facilitate budgeting for private school services and calculations. These cells have also been enabled to allow users to enter figures.) The “Tab” key should be used to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIIPtA18-19.xls” (the “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title II, Part A, application



should be saved as “001TitleII PtA18-19.xls” in the electronic files on your computer. **The file name cannot exceed 50 characters.**

- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed to Carol Sylvester, Title II Specialist, at [Carol.Sylvester@doe.virginia.gov](mailto:Carol.Sylvester@doe.virginia.gov) or at (804) 371-0908; or Michael Courtney, Title II/IV Specialist, at [Michael.Courtney@doe.virginia.gov](mailto:Michael.Courtney@doe.virginia.gov) or at (804)371-2934.

### Instructions for Completing the Application

#### **A. Cover Page and Application Information (Narrative and Detail Budget Tab Pages 1-3)**

1. Complete the school division information section. Select the drop down box that appears in the “Applicant” (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. The 2017-2018 funding allocations will appear in the column labeled “2017-2018 Allocation.” Please indicate whether or not you submitted a consolidated application for 2017-2018 by selecting “yes” or “no” from the drop down list in the column marked 2017-2018 Consolidated Application.
5. After completing step 1 above, in the far right column labeled “2018-2019 Allocation Total,” enter your school division’s allocation for Title II, Part A, to be included in the 2018-2019 Individual Application. If you do not know your 2018-2019 allocation, use the 2017-2018 amount.

#### **Transferability (p. 2)**

1. If the division does not intend to transfer funds between qualifying programs, the “Transferability” section should be left blank. If the division does intend to transfer funds, please note that prior approval is required prior to completing the Transferability section of the application. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).
2. If funds will be transferred into Title II, Part A, from Title IV, Part A, under the transferability provision, include the amount in the appropriate cell in Section A on line 60.
3. If funds will be transferred OUT of Title II, Part A, into another qualifying federal program, complete Section B and enter the amount to be transferred in the cell next to the name of the program to which funds will be transferred.

#### **Revisions and Amendments (p. 3)**

This section is to be completed whenever changes are made to the original application.

- **Revisions** are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.

- **Amendments** are changes that are made to the program application or budget *after* the approval of the application.

In this section:

- 1) Put an X in the appropriate box to indicate whether a revision or an amendment is being submitted.
- 2) Type in the date.
- 3) In the box to the right of the page, provide a concise description of the changes, indicating the tab(s) and lines where changes have been made. (Example: “Programmatic changes – modified Objective 2 to include contracted professional development” or “Budget changes – decreased travel budget in object code 5000 and increased professional development materials in object code 6000.”)

### **B. Program Overview (Narrative and Detail Budget Tab Pages 4-6)**

In narrative format, describe how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including descriptions of the following:

- how the activities are aligned to challenging State academic standards;
- the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- how the division ensures that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements.
- how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
- how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Describe the consultation process used in development of the program, including a description of the stakeholders involved in the process.

Describe the targeted population(s). (Examples may include instructional and administrative staff, principals, paraprofessionals, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

### **C. Coordination Of Services (Narrative and Detail Budget Tab Pages 7-8)**

Describe the partnership within your division between this program and other local, state or federal programs, or colleges and universities in the delivery of services to the targeted paraprofessionals, teachers or administrators that will support the attainment of the measurable objectives in this application.

### **D. Measurable Objectives (Narrative and Detail Budget Tab Pages 9-12)**

**Note:** Measurable objectives related to teacher and paraprofessional quality may be guided by data from the Instructional Personnel and Licensure Report (IPAL), as outlined in [Instructional Personnel and Licensure Report \(IPAL\)](#), as outlined in [Superintendent's Memorandum Number #301-17, October 13, 2017](#).

The report will give the division data regarding the license and endorsement status of teachers and paraprofessionals from the 2017-2018 school year to inform plans for the 2018-2019 school year. These data may be used to determine needed activities to improve teacher quality efforts.

1. In the tables on pages 9-12, as needed, state the measurable objectives that will guide the development of the program to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year.
2. Describe the evidence-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. The goals and measurable objectives in Title II, Part A, Teacher Quality should be guided by four factors: 1) goals for teacher quality under the *Every Student Succeeds Act of 2015* (ESSA); 2) the activities permitted under the Title II, Part A, legislation (See Section 2103 in the Specific Guidelines for Title II, Part A: Local Use of Funds); 3) the data that are available to assess the effectiveness of the goals and measurable objectives in the 2017-2018 application; and 4) the professional development activities that improve the knowledge, quality of instruction, and quality of leadership of paraprofessionals, teachers, and administrators.
4. A definition and examples of measurable objectives are listed below.

**What is a Measurable Objective?**

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

**Examples:**

1. Five middle school teachers need an endorsement in mathematics/Algebra I to be properly licensed and endorsed to teach Algebra I in middle school. The school division will identify the teachers and offer the courses to meet this endorsement. Teachers will be required to complete certification requirements by June 2019.
2. By June 2019, eight new teachers will be hired to reduce the teacher/student ratio in grades K-5 from 24:1 to 18:1.
3. By June 2019, 100 percent of teachers will participate in at least four high quality professional development activities as measured by participation reports or activity sign-in sheets.
4. By June 2019, 100 percent of classes will be taught by properly licensed and endorsed teachers as measured by the Instructional Personnel and Licensure Report (IPAL).

**E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 13-23)**

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. All items included in the budget MUST be outlined in the measurable objectives section of the application.
3. The applicable detail budget breakdown sheets must be completed.
4. The “Expenditure Accounts Description” (pages 19-23) provides definitions for the object codes. Please review carefully before completing this section.

**F. Local Education Budget Summary (Summary Budget Tab Pages 24-25)**

1. Provide the summary budget for Title II, Part A, by object codes. The private school set-aside for 2018-2019 should be included in one or more of the designated color-coded cells for private school set-asides. However, these amounts should be entered after the overall estimated budget

has been entered and the equitable service amount has been calculated on the private school set-aside page.

2. Expenditures categorized as administrative in nature should be entered in one of the blue cells. (Examples include salaries and benefits for Title IIA coordinator; indirect costs; and materials needed to administer the Title IIA program, not directly related to professional development.)

### **G. Transferability Tab (Pages 26-33)**

#### **1. Budget Summary for Transferred Funds:**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that **prior approval is required** to transfer funds. The transfer request form is provided at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, the amount being transferred into the applicable program will be displayed in line 13. Enter the amount budgeted in each object code on lines 16 through 90. A red “**Yes**” will appear on line 96, “Does Budget Match Amount Transferred to Program?” if entered correctly.

Refer to the private school tab to identify the additional value of services that will be provided to participating private schools as a result of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

#### **2. Detailed Budget Descriptions for Transferred Funds**

Provide a detailed explanation of the uses of transferability funds in the Detailed Budget Breakdown beginning on line 99.

- The program budget must reflect the additional resources needed to achieve the measurable objectives for Title II, Part A. (the receiving fund).
- All items included in the budget **MUST** be outlined in the measurable objectives section of the application and described in the [Transferability request form](#).
- The applicable detail budget breakdown sheets must be completed.
- The “Expenditure Accounts Description” (page 18) provides definitions for the object codes. Please review carefully before completing this section.

### **H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 34)**

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The

statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

#### **I. Teacher Quality Tab (Page 35)**

- **Part 1: NOTE:** Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2018-2019 school year, the following information on teacher and paraprofessional quality from the 2017-2018 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the licensure and endorsement status of instructional personnel for the 2017-2018 school year.
- **Part 2: Equitable Distribution of Qualified and Experienced Teachers:** The school division should fill out this section by describing how the division assures that students in high poverty and/or high minority Title I schools are not taught by inexperienced, out of field or ineffective teachers at a higher rate than students in other schools.

#### **J. Private School Participation Worksheet (Private School Tab Pages 36-38)**

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, [ESSA Fiscal Changes & Equitable Services Guidance](#) and [ESSA Title II, Part A Guidance – Supporting Educators](#).
- Step 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Step 2: Indicate the methods used to notify the private schools of the availability of services.
- Step 3: Enter the school division’s K-12 enrollment.

- Step 4: The amount to be used to begin calculating this set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IIA budget.
- Step 5: If the division has transferred funds into Title II, Part A, from Title IV, Part A, the budget figures entered on the Transferability Budget Summary tab will automatically populate this section to enable the calculation of any additional value of services that may be required.
- Step 6:
  - In Column A, (line 34), list all eligible private schools in the geographic boundaries of the school division.
  - In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2017-2018 award year, as a result of consultation.
  - In column C, enter the K-12 enrollment of private schools participating in services for the 2017-2018 award year.
  - Column D will automatically calculate the value of services for the 2018-2019 award year,
  - Column E will automatically calculate the additional value of services for the 2018-2019 award year for any Transferability funds that are moved from Title IV, Part A, for uses under Title II, Part A.
  - In Column F, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Step 7: Enter the total Estimated Value of Services Amount on the Summary Budget tab as “Private School Set-Aside” in the appropriate object codes. This should be done within the regular Title II, Part A. summary budget as well as the Transferability budget, if warranted.
- Step 8: On the Budget Breakdown pages, list as “Private School Set-Aside” under the appropriate object codes (Regular Title II, Part A detailed budget is in the Narrative and Detail Budget tab.) The Transferability tab contains the detail budget sections for any Transferability funds.
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

## **TITLE II, PART A, TEACHER QUALITY SPECIFIC GUIDELINES**

### **Local Applications and Consultation**

Each application submitted under this section shall include the following:

- A) A description of the activities to be carried out by the local educational agency and how these activities will be aligned with challenging State academic standards;
- B) A description of the local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership;
- C) A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c); and
- D) A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part; and
- E) A description of how the local education agency:
  - meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and

- demonstrated expertise in programs and activities designed to meet the purpose of this title;
- sought advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and
- coordinated the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

### **Local Uses of Funds**

A local educational agency that receives a subgrant shall use the funds made available through the subgrant to carry out one or more of the activities below, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity or in partnership with an institution of higher education or an Indian tribe or tribal organization. The programs and activities shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

- A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
  - is based in part on evidence of student achievement, which may include student growth; and
  - shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
- B) Developing and implementing mechanisms to assist schools in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
  - (i) expert help in screening candidates and enabling early hiring;
  - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
  - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
  - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
    - (I) improve classroom instruction and student learning and achievement; and
    - (II) increase the retention of effective teachers, principals, or other school leaders;
  - (i) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
  - (ii) a system for auditing the quality of evaluation and support systems;
- C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- D) Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- E) Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such

evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

- (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
  - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
  - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
  - (iv) help all students develop the skills essential for learning readiness and academic success;
  - (v) develop policy with school, local educational agency, community, or State leaders; and
  - (vi) participate in opportunities for experiential learning through observation;
- F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- G) Providing programs and activities to increase—
- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
  - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- H) Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- I) Carrying out in-service training for school personnel in—
- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
  - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
  - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
  - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- J) Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
- (i) early entrance to kindergarten;
  - (ii) enrichment, acceleration, and curriculum compacting activities; and
  - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;



- K) Supporting the instructional services provided by effective school library programs;
- L) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- M) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- N) Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- O) Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
- P) Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

## **Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 2	– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	– Supporting Effective Instruction
Title III, Part A	– Language Instruction for English Learners and Immigrant Students
Title IV, Part A	– Student Support and Academic Enrichment Grants
Title V, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P.L. 114-95, Title XIII, Section 8524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;

12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
  13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
  14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
  15. It will comply with the other application requirements outlined in  
Section 8501. Private School Children;  
Section 8502. Bypass; and  
Section 8521. Maintenance of Effort under Title XIII –Other Provisions;
  16. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## **PROGRAM SPECIFIC ASSURANCES**

### **TITLE II, PART A, TEACHER QUALITY**

The school division agrees:

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.



**Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

☒ Original

☐ Revision:  
Revision #

Date:  
[Explain](#)

☐ Amendment:  
Amendment #

Date:  
[Explain](#)

**A. COVER PAGE**

Title III, Part A, Language Instruction for English Learners and  
Immigrant Students

2018-2019 Individual Program Application

**Due by July 1, 2018**

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency) VA BEACH CITY PUBLIC SCHOOLS	Division Number 128	Title III Coordinator Renee G. Collier
Mailing Address (Street, City or Town, Zip Code) 2512 George Mason Drive, Virginia Beach, VA 23456	Phone: 757-263-1466	Ext: 1466
	Email: rcollier@vbschools.com	

2018-2019 Title III, Part A Allocation	104,702.23	EL Award Amount	104,702.23	I/Y Award Amount:	
--	------------	-----------------	------------	-------------------	--

☐ If checked, the division is the Consortium Lead School Division.

☐ If checked, divisions must complete the "Immigrant Children and Youth" tab, in red, to describe the Immigrant Children and Youth (IY) Program, after allocations are released.

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, program plans, and applications. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 11, 2018.

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

Superintendent's Name  
June 11, 2018

Date

Board Chairperson's Signature  
Beverly M. Anderson

Board Chairperson's Name  
June 11, 2018

Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

An Award Notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the

**APPLICATION INFORMATION**

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	PROGRAM			2018-2019 Allocation Total
104,702.23	No	Title III, Part A, English Learners: (Total of: a + c; b + c; only a; or only c)			104,702.23
		a. EL Subgrant: Not part of a consortium	Subtotal	104,702.23	
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal		
		c. Immigrant Children and Youth Subgrant:	Subtotal		

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:			Amount
Title II, Part A	TO	Title III, Part A, English Learners			0.00
		a. EL Subgrant: Not part of a consortium	Subtotal	0.00	
		b. EL Subgrant: Consortium Lead			
		Total of all consortium member allocations	Subtotal	0.00	
		c. Immigrant Children and Youth Subgrant:	Subtotal	0.00	
Program from which funds will be transferred		Select program(s) TO which funds will be transferred:			Amount
Title IV, Part A	TO	Title III, Part A, English Learners			0.00
		a. EL Subgrant: Not part of a consortium	Subtotal	0.00	
		b. EL Subgrant: Consortium Lead			
		Total of all consortium member allocations	Subtotal	0.00	
		c. Immigrant Children and Youth Subgrant:	Subtotal	0.00	



**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	<div></div>
	Amendment	<input type="checkbox"/>	Date:	

**B. BUDGET SUMMARY****Title III, Part A**

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
<b>1000 - Personal Services</b>	Administration			
	Teachers			
	Paraprofessionals			
	Other	74,878.20		
	Private School Set-Asides			
	Total Personal Services	74,878.20	0.00	Yes
<b>2000 - Employee Benefits</b>	Fixed Charges (Administrative and Instruction)	27,771.05		
	Private School Set-Asides			
	Total Employee Benefits	27,771.05	0.00	Yes
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)			
	Evaluation Services			
	Professional Development			
	Other			
	Private School Set-Asides			
	Total Purchased/Contracted Services	0.00	0.00	Yes
<b>4000 - Internal Services</b>	Pupil Transportation			
	Food Services			
	Other			
	Private School Set-Asides			
	Total Internal Services	0.00	0.00	Yes
<b>5000 - Other Charges</b>	Travel (Staff/Administrative)			
	Maintenance of Plant			
	Operation of Plant			
	Indirect Cost	2,052.98		
	Other			

	Private School Set-Asides			
	Total Other Charges	2,052.98	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Instructional			
	Private School Set-Asides			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Equipment for Instruction			
	Buildings			
	Remodeling			
	All Other Equipment			
	Private School Set-Asides			
	Total Capital Outlay	0.00	0.00	Yes
	TOTAL SUBGRANT BUDGET	104,702.23	0.00	
	TOTAL ALLOCATION	104,702.23	Does Total Allocation equal sum of detailed budget?	Yes
	TOTAL PRIVATE SCHOOL SET-ASIDE	0.00		

**Note:** Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

**Note:** Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

**C. DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 4-5.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Funds will be used to compensate a 12-month English learner instructional specialist (ELIS) to provide staff development (PreK-12) relative to second language acquisition and best practices; additionally, the ELIS will assist and coach English as a second language (ESL) and classroom teachers with their instruction of English learner (EL) students; help ensure that ELs, including I&Y students, attain English proficiency and develop high levels of academic achievement in English; assist all ELs, including I&Y students, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers, principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs; assist teachers, principal and other school leaders, SEAs, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; Equitable services provided to participating private schools are outlined in Section E. Box 1 and Section F. Services provided do not require additional funding through Title III EL to support the provision of stated equitable services to participating private schools.

Item Description	Funding Source	FTEs	Total Cost
English Learner Instructional Specialist (annual salary)	EL Subgrant	1	74,878.20
Total for Object Code:		1.0	74,878.20

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

FICA 7.65%  
 VRS 15.68%  
 RHIC 1.20%  
 HEALTH \$8,422.53  
 LIFE 1.31%

Item Description	Funding Source	Total Cost
FICA Benefits	EL Subgrant	5,728.18
Employer's Portion of VRS Retirement Contribution	EL Subgrant	11,740.90
Retiree Health Insurance Contribution	EL Subgrant	898.54
Employer's Portion of Health Insurance	EL Subgrant	8,422.53
Life Insurance	EL Subgrant	980.90
Total for Object Code:		27,771.05

**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

[illegible]

Total for Object Code:	2,052.98
------------------------	----------

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00



**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- **Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- **Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- **Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- **Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- **Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)
- **Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- **Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- **Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- **Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).
- **Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

- **Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- **Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- **Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

• **Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

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**D. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

		Amount Budgeted													
		Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B	
		Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	EL	IY		Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	
Title II, Part A, Transferability Award S367A180044 Project Code APE60016	Title IV, Part A, Transferability Award S424A180048 Project Code APE60023								Title II, Part A, Transferability Award S367A180044 Project Code APE60016	Title IV, Part A, Transferability Award S424A180048 Project Code APE60023					
Amount Transferred to Program									0.00	0.00	0.00	0.00			
OBJECT CODE - EXPENDITURE TYPE															
1000 - Personal Services															
Administration									0.00	0.00	0.00	0.00			
Teachers									0.00	0.00	0.00	0.00			
Paraprofessionals									0.00	0.00	0.00	0.00			
Teacher Incentives															
Private School Set-Aside									0.00	0.00	0.00	0.00			
Parent and Family Engagement									0.00	0.00	0.00	0.00			
Professional Development									0.00	0.00	0.00	0.00			
Value of professional development personnel-related services or stipends on behalf of private schools									0.00	0.00	0.00	0.00			
Other									0.00	0.00	0.00	0.00			
Total Personal Services									0.00	0.00	0.00	0.00			
2000 - Employee Benefits															
Fixed Charges (Administrative and Instruction)									0.00	0.00	0.00	0.00			
Teacher Incentives															
Private School Set-Aside									0.00	0.00	0.00	0.00			
Fixed Charges (Parent and Family Engagement)									0.00	0.00	0.00	0.00			
Fixed Charges (Professional Development)									0.00	0.00	0.00	0.00			
Value of professional development personnel-related benefits on behalf of private schools									0.00	0.00	0.00	0.00			
Total Employee Benefits									0.00	0.00	0.00	0.00			
3000 - Purchased/Contracted Services															
Supportive Services (Med., Dental)															
Evaluation Services									0.00	0.00	0.00	0.00			
Parent and Family Engagement									0.00	0.00	0.00	0.00			
Private School Set-Aside									0.00	0.00	0.00	0.00			
Professional Development									0.00	0.00	0.00	0.00			
Teacher Quality (i.e., assessments; recruitment)									0.00	0.00	0.00	0.00			
Tutoring Services									0.00	0.00	0.00	0.00			
Other									0.00	0.00	0.00	0.00			
Total Purchased/Contracted Services									0.00	0.00	0.00	0.00			

<b>4000 - Internal Services</b>														
Public School Choice Transportation								0.00	0.00	0.00	0.00			
Pupil Transportation								0.00	0.00	0.00	0.00			
Food Services								0.00	0.00	0.00	0.00			
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parent and Family Engagement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Internal Services								0.00	0.00	0.00	0.00			
<b>5000 - Other Charges</b>														
Travel (Staff/Administrative)								0.00	0.00	0.00	0.00			
Maintenance/Operation of Plant														
Indirect Cost								0.00	0.00	0.00	0.00			
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parent and Family Engagement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Other Charges								0.00	0.00	0.00	0.00			
<b>6000 - Materials and Supplies</b>														
Administrative								0.00	0.00	0.00	0.00			
Instructional								0.00	0.00	0.00	0.00			
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parent and Family Engagement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Materials and Supplies								0.00	0.00	0.00	0.00			
<b>8000 - Capital Outlay</b>														
Equipment for Instruction								0.00	0.00	0.00	0.00			
Buildings														
Remodeling														
Professional Development								0.00	0.00	0.00	0.00			
Parent and Family Engagement								0.00	0.00	0.00	0.00			
All Other Equipment								0.00	0.00	0.00	0.00			
Total Capital Outlay								0.00	0.00	0.00	0.00			
<b>TOTAL BUDGET</b>								<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>			
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>								<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>			
Does Budget Match Amount Transferred to Program?								Yes	Yes	Yes	Yes			

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**DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 16-17.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Item Description	Funding Source	FTEs	Total Cost
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00



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**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

School Division: 0

Division Number: 128

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

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If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

[illegible]

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**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

**E. PROGRAM OVERVIEW**

**Section 3116 of the ESEA, as amended by ESSA, requires each subgrantee accepting Title III funds to submit a local plan that describes how Title III funds will be used to provide supplemental services to improve the English language proficiency and academic achievement of ELs. This includes the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.**

**Instruction Programs and Services for ELs and their Families****Narrative Boxes:**

**Box 1:** Academic Support -- Describe how the division provides ELs with meaningful and equitable access to academic support as required under Title VI of the Civil Rights Act of 1964. Describe the training that divisions have offered to ensure that teachers providing core instruction to ELs can work effectively with this population so that these students have meaningful and equal access to the same curriculum as all students.

The English learner (EL) student population in Virginia Beach City Public Schools represents approximately 1.7% of the school division's student population with the ESL program servicing a little more than 1,050 students. With the exception of Title III, local budget and state monies fund the VBCPS ESL program. VBCPS English learner (EL) students, if eligible, are provided the same opportunities as their English-speaking peers (i.e., special education, gifted education, PALS, Read 180, System 44, AVID, SOL tutoring, athletics, etc.). All professional development for educators of English learners has been and continues to be funded by local budget. All teachers, PreK-12, participated in divisionwide mandatory training on the framework for teaching and learning, transformational learning with a focus on the student, and specific training depending on the academic discipline regarding student levels and curriculum updates. The ESL program sponsors annual WIDA ELD Standards workshops for classroom teachers, PreK-12

(Virginia's English Language Proficiency Standards and the Classroom Connection). Supporting ESL Students in the Content Areas: Strategies for the Classroom Teacher, Oral Language Made Easy!, So You Have an English Learner..., Help! My Middle School Student Doesn't Speak English, iMovies for English Learners, What's Different About Teaching Reading to English Learners?, Engaging English Learners through the Use of Interactive Notebooks, and Explicit Academic Vocabulary Instruction for English

Learners in Elementary Science have additionally been offered to PreK-12 classroom teachers. Designated staff from participating private schools are offered the opportunity to attend VBCPS ESL professional development sessions in support of the equitable services provision.

**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 2:** Language Instruction Educational Program (LIEP) -- Describe how effective Language Instruction Educational Programs and services are implemented to ensure that ELs develop English proficiency as required under the Lau v. Nichols Supreme Court Decision of 1972. Include information about how the division ensures that language instruction programs and services for ELs are sufficiently staffed with qualified personnel. Describe the training that divisions have offered teachers providing an effective Language Instruction Educational Program (LIEP).

All VBCPS English as a second language (ESL) teachers are certified holding a Virginia ESL endorsement, a Master's in TESOL, or National Board Certification in ESL ensuring that students are taught by effective teachers meeting Virginia licensing and professional requirements. ESL teachers shelter content by focusing on the essential understandings (the big ideas) and critical vocabulary that English learners must understand to be able to comprehend the text and the academic discourse in the content classroom. ESL teachers use EL techniques and instructional strategies to help English learners develop their academic English skills while learning grade-level content. Both push-in and pull-out instructional models are implemented at the elementary level. During

push-in sessions with ELs, ESL teachers support the content instruction delivered by the classroom teachers by clarifying directions, using strategies for ELs, explicitly teaching the English academic vocabulary, scaffolding tasks, using visuals for content comprehension, etc. During elementary pull-out sessions with ELs, ESL teachers teach the English language by supporting classroom instruction. At each middle school, ESL teachers plan and co-teach with the English learners' core language arts teachers at grades 6, 7, and 8. ESL teachers differentiate/adapt/modify class assignments, activities, and tasks for their English learners in the language arts classroom. At each high school, ESL teachers support English learners through three courses: ESL Effective Reading Skills, ESL/English as a Foreign Language I, and ESL/English as a Foreign Language II. English learners receive personalized learning through System 44 and Read 180 in ESL Effective Reading Skills; during ESL/EFLI, ELs are taught a basic command of the English language through content instruction; in ESL/EFLII, ELs receive sheltered, end-of-course English instruction with a focus on English reading and English writing. These three courses support EL student mastery of K-12 college-and-career-ready reading standards and ESL/English as a Foreign Language I, and ESL/English as a Foreign Language II. English learners receive personalized learning through System 44 and Read 180 in ESL Effective Reading Skills; during ESL/EFL I, ELs are taught a basic command of the English language through content instruction; in ESL/EFL II, ELs receive sheltered, end-of-course English instruction with an emphasis on English reading and English writing. These three courses support EL student mastery of K-12 college-and-career-ready reading standards and the attainment of proficiency or better on the corresponding SOL reading and writing assessments. The high school program is strengthened with a Newcomer Program housed at Landstown High School. Eligible newcomers are given the option of

attending the Newcomer Program or choosing site-based ESL services at their home high schools. The Newcomer Program is a dedicated program to assist recently-arrived ELs with the acquisition of English language life skills and aid high school EL students in their adaptation and acclimation to a new culture. In each professional development session offered to ESL teachers by the VBCPS ESL program, the integration of language objectives taught through content is an emphasis. Training is offered on the WIDA ELD Standards, culturally responsive teaching, the explicit instruction of academic vocabulary in the content areas, word study for ELs, first and second language acquisition, differentiated instruction for ELs, teaching reading to ELs, supporting ESL students in the content areas, etc.

**E. PROGRAM OVERVIEW (CONTINUED)****Box 3: Title III Progress in Achieving English Language Proficiency**

In Virginia Beach, the EL Committee is called the English Learner Team (ELT). The ELT consists of an English learner's stakeholders which includes the student's parents. Training will be provided to English Learner Team facilitators and ESL teachers on how to use specific data in the selection of appropriate accommodations as well as to guide instruction. For each English learner, the 2018 WIDA Score Report, ACCESS for ELLs longitudinal data, SOL longitudinal data, and the student's 2017-2018 academic performance will be used by the English Learner Team to develop the student's 2018-19 educational plan.

The ELT will select appropriate accommodations which align with the student's 2018 ELP level; accommodations will be determined for classroom instruction and assesment, SOL assessments, and the 2019 ACCESS for ELLs. A distinction will be made for back-sliding scores (in the event this occurred) on the 2017 ACCESS for ELLs administration due to new standards-setting. The student's educational plan using the different data points to select accommodations will be given to the student's classroom teachers and ESL teacher to inform their instruction with the goal of EL student growth in English language progress.

**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 4:** Parent, Family, & Community Engagement – Describe how the division provides and implements effective activities and strategies to enhance limited English proficient (LEP) parent, family, and community engagement activities.

Division information is posted on the VBCPS public website. Parents are given the option of selecting a language other than English for translations. Individual schools are allocated funds based on student numbers and need; a portion of these funds is used for school translations as well as interpretations. Each school in Virginia Beach is required to host meetings during the school year strictly for parents and extended families of English learners. Meetings are held to acclimate the LEP parents to the school, to involve them in the education of their child(ren), to respond to their questions, concerns, and recommendations and to establish a parent network. A free English lesson, free refreshments, and a culminating student presentation or performance at each meeting entice parents of English learners to attend the meetings. Meeting topics are customized to the English learner population at each school. At the onset of each meeting, the ESL teacher frontloads 5-7 critical vocabulary words that are essential to understanding the meeting topic as many of our parents are learning English at the same time as their children. Families in attendance are provided visual support with a customized set of English vocabulary cards (English vocabulary with a graphic on one side of the card; home language on the other side of the vocabulary card). Meeting invitations/flyers/emails/telephone logs, agendas, and handouts are documented.



**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 5:** Title III Funding -- Describe how the division will expend Title III funds to provide supplemental academic support and Language Instruction Educational Programs (LIEPs) and services as described in Narrative Boxes 1 and 2. Specifically address how the proposed expenditure of Title III funds meets the Title III supplement, not supplant, requirements.

The English learner student population in VBCPS represents approximately 1.7% of the school division's student population with the ESL program servicing a little more than 1,000 students. With the exception of Title III funding, local budget and state monies fund the following: 1 Title III coordinator for English learners, 31 ESL teachers, an ESL program office associate, local travel for 31 ESL teachers to 56 of 86 schools, textbook adoption materials, content and core language instructional materials, 31 program laptops with accompanying programs/software, professional development (PreK-12), ACCESS for ELLs 2.0 tests, test administrators, testing equipment, ACCESS test scoring, etc.

Title III funding will be used for the following: to fund the salary and benefits of an English learner instructional specialist (ELIS) who will mentor teachers new to the ESL program, coach and provide classroom teacher assistance and provide English learner targeted staff development for teachers, PreK-12; help ensure that ELs, including I&Y children, attain English proficiency and develop high levels of academic achievement in English; assist all ELs, including I&Y children, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers, principals and other school leaders, state educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs) designed to assist in teaching ELs, including I&Y children; assist teachers, principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including I&Y, to enter all-English instructional settings; and promote parental, family, and community participation in LIEPs for the parents, families, and communities of ELs. These expenditures meet the Title III supplement requirement as these positions are supplemental to the core language program and have never been funded by local budget.

**E. PROGRAM OVERVIEW (CONTINUED)****Program Evaluation**

**Box 6:** Evaluation -- Describe the process for evaluating the effectiveness of division Language Instruction Educational Programs (LIEPs) to ensure that ELs are acquiring English proficiency and exiting services. Information about the following topics should be included:

1. Participating stakeholders
2. Data analysis procedures
3. Implementation of program modifications as appropriate
4. Timeline for implementation of program modifications

Currently, the Virginia Beach Department of Planning, Innovation and Accountability (DPIA): Office of Research and Evaluation (ORE) is in the planning phase of the school division's 2018-2019 comprehensive evaluation of the English as a second language (ESL) program. As part of this planning process, DPIA staff will assist the Department of Teaching and Learning (DTAL) staff in defining measurable goals and objectives as well as linkages with activities and outcomes. In addition, a recommendation regarding future evaluation plans for the ESL program will be presented to the superintendent and School Board (SB). Baseline survey data are collected as part of this planning phase to inform the development of the evaluation. Other data required for the evaluation will be sought from the VBCPS data warehouse. On April 30, 2018, the ORE sent survey invitations directly to VBCPS email addresses of principals, assistant principals, ESL teachers, and classroom teachers of students who have received ESL services during 2017-2018. The administration of the staff survey remained open until Friday, May 11. On May 1, the English as a Second Language Program Evaluation Readiness Committee (EL student stakeholders) met to develop divisionwide goals and measurable objectives for the program which is to be evaluated by the ORE in 2018-2019. Members of this committee will be instrumental in providing input and feedback to the ORE that will be used in preparing the Evaluation and Readiness Report for the School Board. Following the presentation of the Evaluation Readiness Report to the School Board in fall 2018, a multi-year evaluation will be conducted depending on what is appropriate given the program's status and scope. The focus of a multi-year evaluation is multiple evaluations conducted over more than one year due to the size and scope of the program. Due to 2018-2019 instructional model changes at elementary, middle and high school, a multi-year evaluation is in order. These evaluations begin with an implementation or process evaluation and end with an outcome evaluation with the evaluation plan specifically tailored to the ESL program. Recommendations for the ESL program will be made based on the data analyzed for each evaluation. Data Analysis Procedures: 1) Analyze ESL services data to report the percentages of students eligible for services who participate in those services. 2) Analyze survey data by determining percentages of respondents who agree or disagree with survey statements. 3) Analyze survey statements. 3) Analyze qualitative survey data for themes. 4) Analyze assessment data by reporting percentages of respondents reaching proficiency and exiting services 5) Analyze assessment data by reporting students' growth (e.g., the percentage of students demonstrating growth, average growth). Implementation of Program Modifications: As a result of the data analyzed as part of the program evaluation, recommendations will be proposed for fall 2019. The recommendations are shared with the Superintendent's Senior Staff and then the SB. The SB votes on the recommendations after receiving a presentation of the program evaluation results. This typically occurs in the fall of the school year. Depending on the specific recommendations that are made, some may be implemented during the current school year, while others that have budgetary implications may not be implemented until the next school year or later. Timeline for Modification: This depends on the specific modifications that are recommended. Some may be implemented in the school year following the program evaluation, while others may be implemented in future school years.

**F. COORDINATION OF SERVICES**

Describe the partnership within your division between this program and other local, state and/or federal programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The Virginia Beach City Public Schools' local budget coupled with the state SOQ funds absorb the costs for the Title III program coordinator, office associate, and 31 instructional positions. Local budget also funds 31 laptops, programs, and software for ESL itinerant teachers for instructional and administrative use; travel expenses for 31 teachers to travel to their school assignments; professional development for ESL and classroom teachers relative to English learners; the federal English language proficiency (ELP) assessment; ESL program committee work; ESL core language program training; printing costs relevant to the ESL core language program; School Board-adopted texts, PreK-12; instructional materials and supplies necessary for ESL core language program implementation; and costs relevant to engaging parents of English learner students in their children's education. All Title I schools receive services from an ESL teacher. English learners from participating private schools are offered VBCPS ESL services in support of the equitable services provision. Also, eligible VBCPS EL students receive PALS, reading remediation, mathematics remediation, special education services, gifted services, Read 180, and System 44. Additionally, Title I and Title III host parent engagement meetings collaboratively. Title III funding supplements the local budget by compensating the salary and benefits of an English learner. The English learner instructional specialist mentors teachers new to the ESL program, coaches and provides ESL and classroom teacher assistance and English learner targeted staff development for teachers, PreK-12; helps ensure that ELs, including I&Y children, attain English proficiency and develop high levels of academic achievement in English; assist all ELs, including I&Y children, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers, principals and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including I&Y children; assist teachers, principals and other school leaders, state educational agencies and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including I&Y children, to enter all-English instructional settings; and promote parental, family, and community participation in LIEPs for the parents, families, and communities of ELs.

**G. MEASURABLE OBJECTIVES**

**Note:** Measurable objectives should be quantitative and aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, properly endorsed teachers, professional development, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessments. During the period of transition from ESEA to ESSA, measurable objectives do not need to address the AMO targets previously approved as part of Virginia's ESEA flexibility agreement.

**Measurable Objective 1:**

Based on Virginia's Consolidated State Plan submission, by the end of the 2018-2019 school year, 46% of English learner students will demonstrate progress toward English language proficiency.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

ESL teachers will track English learner students' English language acquisition and academic performance in 86 schools, review EL students' permanent records, and analyze EL student data for trends and determine the need for additional support/professional development for ESL and classroom teachers. An English learner instructional specialist will mentor teachers new to the ESL program, provide teacher assistance to all ESL teachers, and coach as well as provide assistance to PreK-12 classroom teachers of EL students. The English learner instructional specialist will coordinate, develop, and conduct a variety of professional development sessions relative to content area research and EL students; assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEP programs for the parents, families, and community of ELs. The English learner instructional specialist will provide training on the WIDA ELD Standards, culturally responsive teaching, sheltered instruction for English learners, strategies for ELs, differentiated instruction for ELs, the adaptation of classroom activities and assignments for English learners, and best practices in second language acquisition.

**G. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 2:**

Improved English Learner Student Achievement in Reading:

Based on Virginia's Consolidated State Plan submission, by the end of the 2018-2019 school year, 53% of the Virginia Beach English learner students taking the Standards of Learning (SOL) reading assessment will score at the proficient level.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

An English learner instructional specialist will support EL student mastery of K-12 college-and career-ready reading standards and attainment of proficiency or better on the SOL reading assessment. The English learner instructional specialist will mentor teachers new to the ESL program, provide teacher assistance to all ESL teachers, and coach as well as provide assistance to PreK-12 classroom teachers of English learner students. The English learner instructional specialist will coordinate, develop, and conduct a variety of professional development sessions relative to content area research and English learners. Upon request, staff development will be customized for teachers in the following areas: cultural differences, fostering classroom connections for English learners, differences in teaching reading to ELs, second language acquisition, writing strategies for ELs, word study for ELs, word origins for ELs, and protocols for explicitly teaching academic vocabulary to ELs.

**Measurable Objective 3:**

Improved English Learner Student Achievement in Mathematics: In the spring of 2019, 57% of the Virginia Beach English learner students taking the Standards of Learning (SOL) mathematics assessment will score at the proficient level.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

An English learner instructional specialist will support EL student mastery of K-12 college-and career-ready mathematics standards and attainment of proficiency or better on the SOL math assessment. An English learner instructional specialist will mentor teachers new to the ESL program, provide teacher assistance to all ESL specialists, and coach as well as provide assistance to NK-12 classroom teachers of EL students. The English learner instructional specialist will coordinate, develop, and conduct a variety of professional development sessions relative to content area research and EL students. Upon request, staff development will be customized for teachers in the following areas: cultural differences, fostering classroom connections for English learners (ELs), differences in teaching reading to ELs, second language acquisition, writing strategies for ELs in the mathematics classroom, math word study for ELs, math word origins for ELs, and protocols for explicitly teaching mathematics academic vocabulary to ELs.

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

Measurable Objective 5:

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

**H. TITLE III PROGRAM DETAILS****Types of Service Programs**

Indicate with an X the service program used by your school division or consortium members. If multiple programs are used, please report each program. For program definitions, please go to the following link:

<https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

Dual Language	
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	X
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	X
Pull-out ESL	X
Other (Explain)      Push-In with Co-Teaching Model at Middle School Level	

**Professional Development Activities**

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant Children and Youth (IY) funds.

	Per PD Event
Instructional strategies for ELs	
Understanding and implementation of assessment of ELs	
Understanding and implementation ELD standards and academic content standards for ELs	
Alignment of the curriculum in language instruction educational programs to ELD standards	
Subject matter knowledge for teachers	

**Participant Information**

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. Do not use X's instead of numbers.

Professional development provided to content or classroom teachers (Number of content or classroom teachers receiving professional development)	
Professional development provided to EL classroom teachers (Number of content or classroom teachers receiving professional development)	
Professional development provided to principals (Number of principals receiving professional development)	
Professional development provided to administrators/other than principals (Number of administrators/other than principals receiving professional development)	
Professional development provided to other school personnel/non-administrative staff (Number of other school personnel/non-administrative staff receiving professional development)	
Professional development provided to community-based organizational personnel (Number of community-based organizational personnel receiving professional development)	

**I. TITLE III CONSORTIUM AGREEMENT**

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

**Lead Consortium School Division**

Name of Lead School Division: <u>VA BEACH CITY PUBLIC SCHOOLS</u>	School Division Number: <u>128</u>
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Typed Name of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

***Typed name of contact for Title III consortium if different than superintendent :***

Title III Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

**LIST OF PARTICIPATING SCHOOL DIVISIONS**

The following school divisions have applied to participate in this consortium. The EL formula subgrant award corresponds to the 2018-2019 EL formula subgrant allocation

- ☐ Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number	EL Subgrant Award Amount
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
Total		0.00



**J. Immigrant Children and Youth (IY) Funds under Title III****Complete if IY funds are allocated****Purpose of Immigrant Children and Youth (IY) Funds**

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

**Description of Program and Services for Immigrant Students**

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families:

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families:

**K. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there eligible private schools in the school division's attendance area?

☒ **Yes (If yes, complete the remainder of this page.)**

☐ **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title III, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Certified Mail

☒ Telephone Calls

☒ Meetings

☐ Visits to the Private School

☒ Other (Please specify)

Email

3. What is the number of English Learners receiving services in the public school division for the 2018-2019 school year

1,058

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Title III Budget	\$104,702.23
b. Proportionate Share	\$98.87
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	<b>\$98.87</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Title III Budget	\$0.00
b. Proportionate Share	\$0.00

6. For the 2018-2019 award year, enter the estimated private school-set aside (Cell R67) onto the Summary Budget Tab under the "Budget for 2018-2019" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2018-2019 award year.
- In Column D, enter the description of services provided for participating children.
- Columns E and F will automatically calculate the value of services for the 2018-2019 award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2018-2019 award year? (Yes/No)	Number of identified students	Description of Services	Estimated Value of Services from 2018-2019 Title IIIA budget, per school	Estimated Value of additional services from Transferability funds
All Saints' Day School	No	0		\$0.00	\$0.00
Anchor Christian School	No	0		\$0.00	\$0.00
Atlantic Shores Christian School Elem.	No	0		\$0.00	\$0.00
A World of Children	No	0		\$0.00	\$0.00
Back Bay Christian Academy	No	0		\$0.00	\$0.00
Barefoot Kids Christian Day School	No	0		\$0.00	\$0.00
Bayside Presbyterian Preschool & Kindergarten	No	0		\$0.00	\$0.00
Beach Day School	No	0		\$0.00	\$0.00
Beach Montessori Tech	No	0		\$0.00	\$0.00
Beach Manor School	No	0		\$0.00	\$0.00
Bellamy Manor School	No	0		\$0.00	\$0.00
Bishop Sullivan Catholic High School	No	0		\$0.00	\$0.00
Broadbay Manor School	No	0		\$0.00	\$0.00
Bullfrogs & Butterflies Pre-K & Kindergarten	No	0		\$0.00	\$0.00
Cape Henry Collegiate School	No	0		\$0.00	\$0.00
Chesapeake Bay Academy	No	0		\$0.00	\$0.00
Coastal Christian Academy	No	0		\$0.00	\$0.00
Courthouse Academy	No	0		\$0.00	\$0.00
Courthouse Montessori School	No	0		\$0.00	\$0.00
Enoch Christian Academy	No	0		\$0.00	\$0.00
Forever Young Montessori School	No	0		\$0.00	\$0.00
Friends School of Virginia Beach	Yes	0		\$0.00	\$0.00
Galilee Montessori School	No	0		\$0.00	\$0.00
Gateway Christian School	No	0		\$0.00	\$0.00
The Goddard School	No	0		\$0.00	\$0.00
Great Neck Preschool & Kindergarten	No	0		\$0.00	\$0.00
Hebrew Academy of Tidewater	Yes	0		\$0.00	\$0.00
Holy Family Day School	No	0		\$0.00	\$0.00
Hope Lutheran School	No	0		\$0.00	\$0.00
Ivy League Academy	No	0		\$0.00	\$0.00
Kids of Grace Preschool & Kindergarten	No	0		\$0.00	\$0.00
Kids Town Learning Center	No	0		\$0.00	\$0.00
King's Grant Academy & Day School	No	0		\$0.00	\$0.00
Kempsville Child Development Center	No	0		\$0.00	\$0.00
Kempsville Presbyterian Church Day School	No	0		\$0.00	\$0.00
London Bridge Baptist Preschool&Kindergarten	No	0		\$0.00	\$0.00
Montessori Academy of Virginia	No	0		\$0.00	\$0.00
New Light Baptist School of Excellence	No	0		\$0.00	\$0.00
Norfolk Christian School - VA Bch Campus	No	0		\$0.00	\$0.00
Oaktree Academy	No	0		\$0.00	\$0.00
Old Donation Episcopal Day School	No	0		\$0.00	\$0.00
Plaza Baptist Christian Pre-School	No	0		\$0.00	\$0.00
Primrose School of Virginia Beach	No	0		\$0.00	\$0.00
Rainbow Station @ Virginia Beach	No	0		\$0.00	\$0.00
Rivermont School of Tidewater	No	0		\$0.00	\$0.00
Rollingwood Academy	No	0		\$0.00	\$0.00
St. Gregory the Great	Yes	1	Identified, Placed, Receiving ESL Services	\$98.87	\$0.00
St. John the Apostle Catholic School	Yes	0		\$0.00	\$0.00
St. Mathew's School	Yes	0		\$0.00	\$0.00
Star of the Sea Catholic School	Yes	0		\$0.00	\$0.00
Stratford Preschool	No	0		\$0.00	\$0.00
Sunnybrook Day School	No	0		\$0.00	\$0.00
Tabernacle Baptist Academy	No	0		\$0.00	\$0.00
Tidewater Classical Academy	No	0		\$0.00	\$0.00
	No	0		\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Total identified students		1	Total Private school set-asides	\$98.87	\$0.00
				Use this figure for private school set-asides in 2018-2019 budget	Use this figure for private school set-asides in 2018-2019 budget Transferability

**L. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

The English learner instructional specialist (ELIS) will provide instructional support and teacher assistance to the ESL and classroom teachers in 86 schools. Additionally, the ELIS will provide PreK-12 staff development to the teaching core in Virginia Beach relative to second language acquisition and best practices. Virginia Beach City Public Schools is strongly committed to equal access for and treatment of all students, families, employees, and the general public. The division's policy of non-discrimination provides equal access and participation in courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in languages other than English or in other formats, as needed, to meet the needs of those served by the grant.

VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders representative of the programs served in the planning and implementation of programs funded by the grant.

***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title III, Part A  
Language Instruction for English Learners  
and Immigrant Students  
Individual Application**

**Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
July 1, 2018**

**ESEA Grant Award Period:  
July 1, 2018 – September 30, 2019**

Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120

# Application Guidelines

## **Purpose of Program and General Use of Funds of Title III (Language Instruction for English Learners (ELs) and Immigrant Students)**

The overarching purpose of the grant is to support student achievement under Virginia's Accountability Plan provisions, including the following:

- Supporting student mastery of K-12 college-and career-ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Title III, Part A, funds will be used:

- To help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- To assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet;
- To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including immigrant children and youth;
- To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings; and
- To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.

## **Supplement, Not Supplant, Provisions Under Title III, Part A**

Funding priorities for Title III include:

- Increasing the English language proficiency and academic achievement of ELs and immigrant students by providing high-quality language instructional education programs;
- Providing high-quality professional development to enable classroom teachers to deliver effective-content and English language instruction to ELs and immigrant students; and
- Promoting parental, family, and community participation in programs for ELs and immigrant-students.

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Title III funds cannot be used for:

-

- Identifying, screening, placing, and assessing ELs;
- Implementing effective, language instructional education programs and services to meet EL academic and language needs;

- Engaging sufficient, qualified personnel to provide academic programs and services and language instruction educational programs for ELs as required by federal, state, or local laws;
- Providing school-level, division-level, state, or federal information that is not specific to Title III to the parents of ELs in a language the parents can understand;
- Implementing effective monitoring of formerly ELs (Level 6, Year 1 and Year 2); and
- Purchasing or administering the annual English language proficiency (ELP) assessment or providing training to administer the ELP assessment.

### **Application Submission and Approval Deadline**

- The consolidated or individual application submission date is by July 1, 2018; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of July 1, 2018. A school division that submits an approvable application after July 1, 2018, will have the 2018-2019 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### **Submission to the Virginia Department of Education**

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained below.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page **should not be submitted** to the Virginia Department of Education. **The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances.** Additional information on assurances is included in the “General Assurances and Program Specific Assurances” section.

### **Revisions and Amendments to Applications**

- Revisions are changes that are necessary to the program application, or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application on the first page in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on revisions or amendments submission is available in the OMEGA modules located on the VDOE website under [2018-2019 Applications for Federal Funds](#).

## Criteria for Application Approval

- Funds must supplement the academic programs and services and language instruction educational programs and services provided to ELs as required under other local, state, and federal laws.
- Funds must be used for programs that will increase the English language proficiency and academic achievement in core content classes of ELs and immigrant students.
- Funds must be used to provide sustained high-quality professional development.
- Must be based on effective language instruction educational programs.
- Funds for parental outreach programs that assist families with the attainment of English language proficiency and assist their children with attaining academic achievement.
- Administrative costs are limited to 2 percent or less of the EL subgrant award.
- EL subgrants that fall below \$10,000 require school divisions must apply in consortium with one or more other school divisions to reach the \$10,000 threshold.

## Release of Federal Funds and Grant Award Period

- At the conclusion of the approval process, Title III, Part A, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2018, through September 30, 2019. Under the Tydings Amendment, school divisions have until September 30, 2020, to encumber 2018-2019 funds.
- Final reimbursements must be submitted to the Department by November 15, 2020. Reimbursements are submitted using the OMEGA system.
- If the 2018-2019 allocation amounts are not available to school divisions by the application submission date, the 2017-2018 Title III, Part A, allocation may be used as the estimated amount for budget purposes. **School divisions should not include Immigrant Children and Youth (IY) funds in the estimation.** When the school division's final 2018-2019 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the OMEGA modules located on the VDOE website under [2018-2019 Applications for Federal Funds](#).

## General Assurances and Program Specific Assurances

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The "General Assurances and Program Specific Assurances" are located in Appendix A of this document and must be retained at the division level.
- **The superintendent's/designee's and board chairperson's signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

## Instructions for Electronic Completion and Submission of Application

- The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the "Tab" key to move from cell to cell. Use the "Tab" key to move from cell to cell. **Do not** use the "Enter" key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: "XXXTitleIIIPtA17-18.xls" (The "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Title III, Part A, application should be saved as "001TitleIIIPtA17-18.xls" in the electronic files for the school division. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.

OMEGA can be accessed through the Virginia Department of Education's (VDOE's) Single Sign-on for Web System (SSWS) located on the VDOE website under [Single Sign-on for Web Systems \(SSWS\)](#)

- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the [technical assistance document](#) and in the OMEGA modules located on the VDOE



website under [2018-2019 Applications for Federal Funds](#). If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.

- All other correspondence should be directed as follows:
  - School divisions located in Superintendents' Regional Study Groups II, IV, VI and VIII should contact Stacy Freeman, Title III Specialist, at [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov) or (804) 371-0778.
  - School divisions located in Superintendents' Regional Study Groups I, III, V, and VII should contact Louise Sutton, Title I/Title III Specialist, at [Louise.Sutton@doe.virginia.gov](mailto:Louise.Sutton@doe.virginia.gov) or (804) 225-2901.
  - School divisions participating in the Title III Statewide Consortium should contact Dr. Christopher Kelly, Education Coordinator, at [Christopher.Kelly@doe.virginia.gov](mailto:Christopher.Kelly@doe.virginia.gov) or (804) 225-2122.

## Instructions for Completing the Application

### A. Cover Page (Pages 1-3)

1. Complete the school division information section. Select the drop down box that appears in the Applicant (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2017-2018 Title III, Part A funding allocations will appear in the cells in the column labeled 2017-2018 Allocation. Please indicate whether or not you submitted a consolidated application for 2017-2018 by selecting "yes" or "no" from the drop down list in the column marked 2017-2018 Consolidated Application.
5. After completing step 1 above, in the far right column labeled 2018-2019 Allocation Total, enter your school division's allocations for Title III, Part A, to be included in the 2018-2019 Individual Applications. If you do not know your 2018-2019 allocation, you may use the 2017-2018 amount. **Do not include Immigrant Children and Youth (IY) funds.**
6. If funds will be transferred under the transferability provision, include the amount in the appropriate cell; otherwise leave "Transferability" blank. Please note that prior approval is required to transfer funds. The [transfer request form](#) is available on the website.

### B & C. Budget (Title III Budget Tab Pages 4-16)

1. The program budget must reflect the programs and services described in the program overview section. Please note that administrative costs are limited to two (2) percent of the Title III subgrant award.
2. If a division has been awarded both an EL and an Immigrant Children and Youth subgrant, the budget must be divided accordingly. **Immigrant Children and Youth (IY) funds must be specifically targeted to eligible immigrant students and their families.**
3. Complete the following budget forms:
  - Budget Summary
  - Detailed Budget Breakdown
4. The "Expenditure Accounts Description" on page 8 provides definitions for the object codes. Please review carefully.

## D. Transferability Tab (Pages 17-22)

### 1. Budget Summary for Transferred Funds:

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that **prior approval is required** to transfer funds. The transfer request form is provided at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, enter the amount being transferred into the applicable program on line 12. Enter the amount budgeted in each object code on lines 15 through 91. A red “**Yes**” will appear on line 94, “Does Budget Match Amount Transferred to Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

### 2. Detailed Budget Descriptions for Transferred Funds

- The program budget must reflect the additional resources needed to achieve the measurable objectives.
- All items included in the budget **MUST** be outlined in the measurable objectives section of the application.
- The applicable detail budget breakdown sheets must be completed.
- The “Expenditure Accounts Description” (page 18) provides definitions for the object codes. Please review carefully before completing this section.

## E. Program Overview (Title III Program Tab Pages 23-28)

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

This section of the application consists of the following narrative boxes:

- A description of how the division provides ELs with meaningful and equitable access to academic support as required under Title VI of the Civil Rights Act of 1964 to include professional development of ELs.
- A description of how language instruction educational programs are implemented to ensure that ELs develop English proficiency as required under the Lau v. Nichols Supreme Court Decision of 1972.
- A description of how the division provides and implements effective activities and strategies to enhance limited English proficient (LEP) parent, family, and community engagement activities.
- A description of how the division will expend Title III funds to provide supplemental academic support and language instruction educational programs.

- A description of the process for evaluating the effectiveness of division language instruction educational programs to ensure that ELs are acquiring English proficiency and exiting services.

## **F. Coordination Of Services (Page 29)**

Describe the partnership within your division between this program and other local, state and/or federal programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

## **G. Measurable Objectives (Pages 39-32)**

Describe up to five measurable objectives that will guide the development of the program to be funded with the requested federal funds. Provide evidence-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

1. In the tables on pages 17-21, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year with an adjusted time period. Indicate the federal programs that are covered within each measurable objective. Each federal program included on the application must be incorporated into the measurable objectives at least once.
2. Describe the effective language instruction educational programs and curricula for teaching ELs that will be implemented to achieve each objective and that will be supported by the requested funds.
3. The goals and measurable objectives for Title III programs should be guided by the local plan described in the program overview section.
4. A definition and examples of measurable objectives are listed below.

What is a Measurable Objective?

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

### **Examples:**

1. In the spring of 2019, a (to be locally determined) percentage of the ELs taking the Standards of Learning reading or state-approved assessments linked to the Standards of Learning will score at the proficient level.
2. In the spring of 2019, a (to be locally determined) percentage of the ELs taking the Standards of Learning mathematics or state-approved assessments linked to the Standards of Learning will score at the proficient level.
3. The EL subgroup will meet the federal graduation indicator (FGI) (*if the division includes one or more high schools*).
4. By the end of the 2018-2019 school year, a (to be locally determined) percentage of ELs will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.
5. By the end of the 2018-2019 school year, a (to be locally determined) percentage of ELs will attain proficiency as demonstrated on the annual ACCESS for ELLs English language proficiency assessment.

## **H. Title III Program Details (Page 33)**

Types of Service Programs - Indicate with an X the service program used by the school division or consortium members. If multiple programs are used, please report each program. For program definitions, visit [The Language Instruction Educational Programs](#) on the U.S. Department of Education website.

1. Professional Development Activities - Indicate the number of professional development activities the school division or consortium members plan to conduct with EL funds and/or Immigrant Children and Youth (IY) funds.
2. Participant Information - Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. **Do not use X's instead of numbers.**
3. Activities for Immigrant Children and Youth - Only complete this section if the division has been allocated Immigrant Children and Youth funds. Please indicate which activities will be conducted with Immigrant Children and Youth funds by placing an "X" in the corresponding cell. An "X" may appear in more than one cell.

### **REQUIRED AND ALLOWABLE EL SUBGRANT AND IMMIGRANT CHILDREN AND YOUTH SUBGRANT ACTIVITIES**

The allowable activities are separated into the two Title III subgrant categories 1) EL subgrant, and 2) Immigrant Children and Youth (IY) subgrant. EL and IY funds cannot be used for academic programs and services and language instruction educational programs and services for ELs and immigrant students that are required under other local, state, and federal laws to include Title VI of the *Civil Rights Act of 1964*, the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

#### **Required EL Subgrant Activities**

EL subgrant funds must be used to:

1. Increase the English proficiency of ELs by providing high-quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and improving student academic achievement in the core academic subjects; and
2. Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—
  - a. designed to improve the instruction and assessment of ELs;
  - b. designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELs;
  - c. based on research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
  - d. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any school division employing the teacher.

#### **Allowable EL Subgrant Activities**

EL subgrant funds may be used to:

1. Upgrade program objectives and effective instruction strategies;
2. Improve the instruction program for ELs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
3. Provide tutorials and academic or career and technical education and intensified instruction;
4. Develop and implement elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;

5. Improve the English proficiency and academic achievement of ELs;
6. Provide community participation programs, family literacy services, and parent engagement activities to ELs and their families to improve the English language skills of ELs, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7. Improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials, access to and participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs; and
8. Carry out other activities that are consistent with the purposes of this section.

#### **Allowable Immigrant Children and Youth (IY) Subgrant Activities**

1. Family literacy and parental engagement, and activities designed to assist parents to become active participants in the education of their children;
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, or academic/career counseling for immigrant children and youth;
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
5. Basic instructional programs that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such basic instructional services;
6. Other introduction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

#### **I. Title III Consortium Agreement (Page 34)**

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

#### **J. IY Tab (Pages 35)**

Divisions are expected to describe how they will use Immigrant Children and Youth funds to provide enhanced instructional opportunities specifically for immigrant students or their families. Divisions should then evaluate the success of the enhanced instructional opportunities provided.

#### **K. Private Schools Tab (Page 37)**

Divisions are expected to list all eligible private schools in the school division including the number of ELs in private schools participating in services and provide a description of services for participating children.

#### **L. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 38)**

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

## **Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies

Title I, Part C – Education of Migratory Children

Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A – Supporting Effective Instruction

Title III, Part A – Language Instruction for English Learners and Immigrant Students

Title VI, Part B, Subpart 2 – Rural and Low-Income School Program

### **The school division assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 114-95, Title XIII, Section 8524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
    13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
    14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
    15. It will comply with the other application requirements outlined in  
Section 8501. Private School Children;  
Section 8502. Bypass; and



Section 8521. Maintenance of Effort under Title XIII –Other Provisions;

16. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## **PROGRAM SPECIFIC ASSURANCES**

### **Title III, Part A –Instruction for English Learners and Immigrant Students**

Title III funds cannot be used for academic programs and services and language instruction educational programs and services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. The division will comply with the supplement, not supplant, provisions as described below:

#### **Section 3115**

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Each school division's plan shall ensure:

- I. That it will include in the plan under ESEA section 3114 a certification that all teachers in any language instruction educational program for ELs that are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. That all ELs will be identified within 30 days of enrollment
- III. That it will annually assess the English proficiency of all ELs participating in programs funded under this part;
- IV. That it will base its proposed plan on effective research on teaching ELs;
- V. That it will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VI. That it will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA sections 3125 and 3126;
- VII. That the school division consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or private entities, institutions of higher education, and other stakeholders in developing the Title III local plan described in the program overview section;
- VIII. That it will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- IX. That Immigrant Children and Youth (IY) funds will be specifically targeted to eligible immigrant students and their families.



Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

Explain

☐ Amendment:

Amendment #

Date:

Explain

**A. COVER PAGE**

Title IV, Part A, Student Support and Academic Enrichment Grants

Due by July 1, 2018

2018-2019 Individual Program Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency) VA BEACH CITY PUBLIC SCHOOLS	Division Number 128	Title IV, Part A, Coordinator James Pohl	
Mailing Address (Street, City or Town, Zip Code) 2512 George Mason Drive, Virginia Beach, VA 23456-0038	Phone:	757-263-1070	Ext:
	Email:	james.pohl@vbschools.com	

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/11/18 .

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

Superintendent's Name  
06/11/18

Date

Board Chairperson's Signature  
Beverly M. Anderson

Board Chairperson's Name  
06/11/18

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** This application for Federal Funds is due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

**APPLICATION INFORMATION**

<b>PROGRAM</b>		<b>2018-2019 Allocation Total</b>
Title IV, Part A, Student Support and Academic Enrichment Grant		298,029.15
Transferability (funds transferred out of Title IVA)		0.00
Total Allocation Available for Title IV, Part A		298,029.15

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title IV, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

[http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

1) If funds are to be transferred INTO Title IV, Part A, complete Section A.

<b>A. Program from which funds will be transferred</b>		<b>Select program(s) TO which funds will be transferred:</b>	<b>Amount</b>
Title II, Part A	TO	Title IV, Part A, Student Support and Academic Enrichment Grant	

2) If funds are to be transferred OUT of Title IV, Part A, complete Section B below.

B. Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount	
Title IV, Part A	TO		Title I, Part A	
			Title I, Part C	
			Title I, Part D	
			Title II, Part A	
			Title III, Part A	
			Title V, Part B	
		Total	0.00	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW (5 PAGES)**

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds to support effective use of technology; not more than 15 percent of this portion can be used for purchasing technology infrastructure.

**Narrative Boxes**

Box 1: For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.

Needs Assessment Process: To determine the needs and most impactful areas of focus for the grant, several consultation meetings were held. The first consultation was with the Chief Academic Officer of Teaching and Learning to notify her of our intention to apply for continued funding of the grant and to determine the priority instructional areas. The next consultation was held with the Executive Directors of both elementary and secondary instruction. The purpose of this meeting was to determine the academic areas the grant could support. It was again decided that Virginia Beach City Public Schools would have a focus on secondary instruction because most of the other Title grants was focused on instruction in the elementary schools. This needs assessment meeting was followed by an additional meeting with members of school leadership who provided guidance regarding the most appropriate use of the Title IV, Part A, funds. This meeting again revealed a need to assist recipients of free and reduced lunch by reducing or paying for their Advanced Placement or International Baccalaureate assessment fees.

Assisting with payment for the Advanced Placement Exams has had a positive impact on the number of students taking advanced placement courses. For example, in SY2016-2017, the division administered 9,623 exams to 5,251 students. For SY 2017-2018, the division administered 10,229 exams to 5,543 students. Therefore, the Title IV, Part A, program will support well-rounded education and the opportunity for a rigorous Advanced Placement or International Baccalaureate curriculum for all students.

Virginia Beach City Public Schools is rapidly becoming a one to one device school division. This means that every child in the division will have access to his or her own laptop, chromebook or iPad. Virginia Beach City Public Schools believes that students should be able to use these devices beyond school hours and outside of the school building to complete research, projects and other homework assignments. Division-wide surveys, community input opportunities and parents participating in grant reviews revealed that many of the division's students do not have access to reliable Wi-Fi in their homes. To provide equitable access to coursework, the Title IV, Part A, grant will expand the number Wi-Fi hotspots for students who do not have Wi-Fi at home.

April 26, 2018, a meeting for parents within the community was held to get feedback on their priorities regarding the use of the Title, IV, Part A, grant. The opinions of this group mirrored the opinions of the community outreach held in 2017. Parents expressed the need for support with access to rigorous coursework and providing access to technology for underserved students; however, this year's group prioritized the need for additional support in the area of school safety, discipline and bullying. As result of this meeting, Title IV, Part A, funds will be used to provide support for teachers, students and parents in the areas of school safety, bullying, and positive discipline.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.

A well-rounded education includes access to a rigorous instructional program. Students who embark on a rigorous course load usually take Advanced Placement (AP) courses. In order to receive advanced or college credit, students are required to take the AP exam. There are fees associated with taking these exams, and this fee often creates an inequity when students lack the financial resources necessary to register for the exams. Using Title IV, Part A, funds, all students receiving free and reduced lunch will be eligible to take AP exams at a free or reduced rate.

Another integral focus for VBCPS is the on-time graduation rate across the division; therefore, a graduation lab to be shared among our highest need high schools will be developed. Schools will be selected based on graduation rates and percentages of students with low socioeconomic status. This graduation lab creates the need for a full-time teacher. The graduation lab teacher will be responsible for teaching, tutoring and monitoring student progress to ensure on-time graduation. Title IV, Part A, funds will also be used to provide technology, programs and other supplies necessary to support student achievement and on-time graduation rates.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.

Virginia Beach Public Schools' division-wide strategic goal is to ensure the positive social and emotional development of the division's students. The goal includes providing students with a safe and welcoming environment that is conducive to student learning. Often times, an unsafe learning environment is the result of bullying that takes place within the school or online. Funds from this area will be used to increase awareness of the negative social and emotional impact of school bullying. Teachers, students, parents and administrators will have the opportunity to receive training in the areas of Positive Behavioral Interventions and Supports, bullying and positive social and emotional climates. Title IV, Part A, funds may also be used to host speakers and trainers in the areas of PBIS, bullying and/or positive social and emotional development.



**B. PROGRAM OVERVIEW (CONTINUED)**

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology

**NOTE:** LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.

The use of technology can not only boost collaboration opportunities and student retention, it also makes all information more accessible. Technology-rich learning environments ensure that students are engaged and eager to participate in content specific subjects. Title IV, Part A, funds will be used to support the effective use of technology by allowing fall and summer professional development opportunities for the grad lab teacher and/or administrator supporting the grad lab. This professional development will include participation in conferences that inform blended learning and technology integration in the classroom. Strategies gleaned from this participation will be shared with other lab and resource teachers throughout the district through modeling, PLCs and/or division trainings.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The impact of the use of Title IV, Part A, funds to support AP and IB assessment fees for students in free or reduced lunch status will be based on the increase in the number of students taking the AP or IB assessments. From SY 2016-17 and SY 2017-18, the division saw an increase in the number of students taking AP assessments from 5,251 students to 5,543 students. Most significantly, the division saw an increase in the number of AP assessments increase from 9,623 assessments to 10,229 assessments. This represents an increase in the number of students taking an AP course by approximately 5.6 percent and an increase in the number of exams taken by approximately 6.3 percent. Use of funds in this area will continue to be evaluated based on the number of students taking AP and IB assessments. The effectiveness of the Graduation Lab and Graduation Lab teacher will be evaluated based on the number of students being served by the program as well as increases in the graduation rate in schools that use the graduation lab teacher. Finally, monitoring discipline trends especially those that directly relate to bullying will provide valuable information regarding the success of the PBIS and anti-bullying programs.

**C. COORDINATION OF SERVICES**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

The Virginia Beach City Public Schools Title IV, Part A, coordinator works strategically with various partners to provide an effective Title IV, Part A, program. The Title IV, Part A, team, led by the Title IV, Part A, coordinator, assigned to the Department of Teaching and Learning, will work in partnership with various stakeholders to ensure supplemental services are aligned with federal, state and local expectations in support of schools. The Title IV, Part A, coordinator collaborates with various division departments and offices, including, but not limited to, the Department of School Leadership, the Department of Technology, the Department of Human Resources, the Department of Budget and Finance and the Department of Media and Communications to receive strategic support and feedback.

To enhance programs that support family and community engagement, the team will work with the Department of Media and Communications through their Parent Connection Program. Families will be provided books or other resources to support social-emotional development. The program will also work with the Department of Technology to determine the best digital resources for use in the graduation lab. The Title IV, Part A, team will collaborate with the Department of School Leadership to conduct needs assessments ensuring that activities are aligned with state and local goals. Finally, the team will collaborate with the Title I, Part A, program to ensure that supported schools have access to evidenced-based strategies and materials that have been successful under the Title I, Part A, program.

**D. MEASURABLE OBJECTIVES**

1. State up to six measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**What is a Measurable Objective?**

A measurable objective has four components:

- 1) Subject (Who is the target or focus?);
- 2) Behavior (What will be changed/improved?);
- 3) Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) Time period for performance or assessment.

**Measurable Objective 1:**

The percentage of students taking the Advanced Placement Exam will increase by 5 percent division-wide. As a result of Title IV, Part A, exam, the division was able to increase the number of students taking an Advanced Placement Exam by over 6 percent between SY 2017 and 2018.

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

One of the major underpinnings of the AP program is that students who take and pass the AP test are more likely to have success later in life in high school, college, and in their careers. Additionally, students who enroll in the course but do not take the AP test generally receive lower grades in AP courses than those who do choose to take the test. Although the number of students taking the AP course and assessment appears to increase each year, there are still gaps in the number of minority students and those living in poverty who are able to take the AP exam. One major barrier appears to be the costs associated with the exam. For example, College Board reported that only 22 percent of the 2.6 million students who took the AP exam in 2016 were from low-income families. Assisting with AP exams fees for students who receive free and reduced lunch will reduce this gap and increase the access to rigorous courses. Studies show that students who take AP courses in high school earn college credits, are able to skip introductory classes and are better prepared for careers. Providing access to students receiving free and reduced lunch will ensure that these students are equitably college and career ready.

**Measurable Objective 2:**

There will be an increase in high school graduation rates from the 2017-2018 school year to the 2018-2019 school year by 1 percent in schools supported by the graduation lab teacher. In the SY 2016-2017, 91.3 percent of Virginia Beach City Public Schools graduated on time. With an increase of 1 percent, the division would see an increase to 92.3 percent in 2017-2018 and an increase of 93.3 percent in 2018-2019.

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

On-time graduation is integral to college and career success in the future. Data from the Alliance for Excellent Education (2017) demonstrates how graduating more students from high school creates new jobs, increases consumer spending, boosts tax revenues, and increases the gross domestic product. This same report revealed that high school graduates are less likely to be unemployed, less likely to tangle with the criminal justice system and more likely to have positive life outcomes. Supporting students in danger of not meeting on-time graduation standards will increase the probability that these students will have positive life outcomes.

**D. MEASURABLE OBJECTIVES (CONTINUED)**

## Measurable Objective 3:

The number of discipline infractions for bullying and other offenses against another person will decrease by 5 percent.

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

PBIS serves as an evidenced-based program because it seeks to maximize outcomes, minimize harm and increase accountability. Dufour, in his book, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, posits professional learning communities operate under the assumption that the key to improved learning for students is in continuous job-embedded learning for educators. Using this evidence-based strategy, teachers and staff will participate in training through the National Bullying Association and Positive Behavioral Interventions and Supports (PBIS) programs. Following these trainings, participants will create a building and district-wide Professional Learning Communities.

Family involvement is a key to student success. To assist parents with informing students of the dangers involved with school bullying and school disruption, books, brochures and other materials will be distributed at various family engagement functions throughout the year.

## Measurable Objective 4:

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

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

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

Measurable Objective 6:

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

**E. BUDGET SUMMARY**

OBJECT CODE	EXPENDITURE	A. Well-Rounded Education	B. Safe and Healthy Students	C. Technology	Summary	Does Budget Summary match Detail Budget?	
<b>1000 - Personal Services</b>	Administration					<b>Yes</b>	
	Teachers	53,682.00					
	Paraprofessionals						
	Other	6,000.00	15,000.00				
	Private School Set-Asides						
	Total Personal Services	59,682.00	15,000.00	0.00	74,682.00		
<b>2000 - Employee Benefits</b>	Fixed Charges Administrative					<b>Yes</b>	
	Fixed Charges Instruction	22,003.93	1,530.00				
	Private School Set-Asides						
	Total Employee Benefits	22,003.93	1,530.00	0.00	23,533.93		
<b>3000 - Purchased/Contracted Services</b>	Supportive Services (Med., Dental)					<b>Yes</b>	
	Evaluation Services						
	Professional Development		20,000.00	2,000.00			
	Other (No Transportation)	104,500.00	1,932.65				
	Private School Set-Asides	4,000.00					
	Total Purchased/Contracted Services	108,500.00	21,932.65	2,000.00	132,432.65		
<b>4000 - Internal Services</b>	Pupil Transportation					<b>Yes</b>	
	Food Services						
	Other						
	Private School Set-Asides						
	Total Internal Services	0.00	0.00	0.00	0.00		
<b>5000 - Other Charges</b>	Travel (Staff/Administrative)		12,000.00			<b>Yes</b>	
	Indirect Cost	2,319.10	1,208.36	40.00			
	Other						
	Private School Set-Asides		3,000.00				
	Total Other Charges	2,319.10	16,208.36	40.00	18,567.46		
<b>6000 - Materials and Supplies</b>	Administrative	1,211.54				<b>Yes</b>	
	Instructional	28,193.63	14,819.42				
	Private School Set-Asides	4,588.52					
	Total Materials and Supplies	33,993.69	14,819.42	0.00	48,813.11		
<b>8000 - Capital Outlay</b>	Equipment for Instruction					<b>Yes</b>	
	All Other Equipment						
	Total Capital Outlay	0.00	0.00	0.00	0.00		
<b>TOTAL SUBGRANT BUDGET</b>		<b>226,498.72</b>	<b>69,490.43</b>	<b>2,040.00</b>		<b>306.00</b>	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET</b>		<b>8,588.52</b>	<b>3,000.00</b>	<b>0.00</b>			
<b>Is the allocation \$30,000 or greater? If "yes", mandatory distribution of allocation applies.</b>		<b>yes</b>				Maximum (15%) allowed for technology, equipment, devices, and software in Technology area.	
		<b>Requirement Met</b>	<b>Requirement Met</b>	<b>Requirement Met</b>		If allocation is \$30,000 or greater, does the allocation meet minimum requirement for each area?	
<b>TOTAL ALLOCATION</b>				<b>298,029.15</b>		<b>Does Total Allocation equal sum of detailed budget?</b>	<b>Yes</b>

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

**F. DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 13.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Title IV, Part A, funds will be used to support division and school-based initiatives. Under the category of well-rounded education, funds will support a graduation lab and teacher to work with students at risk of not graduating. Additionally, funding will support substitutes for teachers participating in professional development activities and for the teacher working in the graduation lab. Finally, Title IV, Part A, will pay for tutors and workshop pay for participants in PBIS, AntiBullying and Advanced Placement activities.

Item Description	Supported Area/Activity	FTEs	Total Cost
Full-time staff member to support the graduation lab	Well Rounded Students	1	53,682.00
Substitutes: division-sponsored Professional Learning	Safe and Healthy	0	15,000.00
Substitutes: graduation lab FTE	Well Rounded Students	0	1,000.00
Workshop pay (attendees/instructors) PBIS, Bullying & AP Bootcamp	Safe and Healthy	0	5,000.00
Total for Object Code:		1.0	74,682.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Fringe benefits for teachers and staff include FICA at 7.65%, VRS at 15.68%, RHIC at 1.20%, Health at \$8,056.00 per FTE, and life at 1.31%.

Item Description	Supported Area/Activity	Total Cost
Fringe Benefits for graduation lab teacher	Well Rounded Students	21,927.43
Fringe Benefits for substitutes-division sponsored Professional Learning	Safe and Healthy Students	1,147.50
Fringe Benefits for substitute- graduation lab FTE	Well Rounded Students	76.50
Fringe Benefits for workshop pay (attendees/instructors)	Safe and Healthy Students	382.50
Total for Object Code:		23,533.93



NOTE: Transportation is not allowed

(E) Title IV, Part A funds will be used to provide equitable services to participating private schools.

Total for Object Code:	132,432.65
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NOTE: Transportation is not allowed

Total for Object Code:	0.00
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Funds will also be used to provide equitable services to participating private schools.

Title IV, Part A  
2018-2019 Individual Application



All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified.

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**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- **Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- **Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- **Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- **Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- **Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment)
- **Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- **Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- **Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- **Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).
- **Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.



**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment. Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

#### Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

- Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

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## G. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/essa/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/essa/forms/lea_funds_transfer_request.docx).

	Amount Budgeted												
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B
	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability Award S367A180044 Project Code APE60022	Title II, Part A, Transferability
Amount Transferred to Program												0.00	
OBJECT													
1000 - Personal Services													
Administration												0.00	
Teachers												0.00	
Paraprofessionals												0.00	
Teacher Incentives													
Private School Set-Aside												0.00	
Parent and Family Engagement													
Professional Development													
Value of professional development personnel-related services or stipends on behalf of private schools													
Other												0.00	
Total Personal Services												0.00	
2000 - Employee Benefits													
Fixed Charges (Administrative and Instruction)												0.00	
Teacher Incentives													
Private School Set-Aside												0.00	
Fixed Charges (Parent and Family Engagement)													
Fixed Charges (Professional Development)													
Value of professional development personnel-related benefits on behalf of private schools													
Total Employee Benefits												0.00	
3000 - Purchased/Contracted Services													
Supportive Services (Med., Dental)												0.00	
Evaluation Services												0.00	
Parent and Family Engagement													
Private School Set-Aside												0.00	
Professional Development												0.00	
Teacher Quality (i.e., assessments; recruitment)													
Other												0.00	
Total Purchased/Contracted Services												0.00	

<b>4000 - Internal Services</b>													
Public School Choice Transportation													
Pupil Transportation												0.00	
Food Services												0.00	
Private School Set-Aside												0.00	
Parent and Family Engagement													
Other												0.00	
Total Internal Services												0.00	
<b>5000 - Other Charges</b>													
Travel (Staff/Administrative)												0.00	
Indirect Cost												0.00	
Private School Set-Aside												0.00	
Parent and Family Engagement													
Other												0.00	
Total Other Charges												0.00	
<b>6000 - Materials and Supplies</b>													
Administrative												0.00	
Instructional												0.00	
Private School Set-Aside												0.00	
Parent and Family Engagement													
Other													
Total Materials and Supplies												0.00	
<b>8000 - Capital Outlay</b>													
Equipment for Instruction												0.00	
Buildings													
Remodeling													
Professional Development												0.00	
Parent and Family Engagement													
All Other Equipment												0.00	
Total Capital Outlay												0.00	
<b>TOTAL BUDGET</b>												<b>0.00</b>	
<b>Does Budget Match Amount</b>													
<b>Transferred to Program?</b>												Yes	

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

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**DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 24-25.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Item Description	Funding Source	FTEs	Total Cost
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

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**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

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**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

**NOTE: Transportation is not allowed**

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

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**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000**

If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000**

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit. Indicate the equipment quantity.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

School Division:

VA BEACH CITY PUBLIC SCHOOLS

Division Number:

128

**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 must be approved in advance by the Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00



**H. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by this grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.

**I. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☒ **Yes (If yes, complete the remainder of this page.)**

☐ **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Certified Mail

☒ Telephone Calls

☒ Meetings

☒ Visits to the Private School

☐ Other (Please specify)

3. What is the public school division's projected K-12 enrollment for the 2018-2019 school year?

66,888

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	\$298,029.15
b. Amount of funds allocated for administration	\$4,779.00
c. Amount to use for set-aside calculations	<b>\$293,250.15</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	<b>\$0.00</b>

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In Column B, indicate the participation status of the listed private school(s) for the **2018-2019 award year**, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the **2018-2019 award year**.
- Column D will automatically calculate the value of services for the **2018-2019 award year**.
- In Column E, indicate the method of notification for each private school.

7. For the 2018-2019 award year, enter the value of services amount in cell G36 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as "Private School Set-Aside" under the appropriate object codes.

8. Enter the value of additional services amount in cell J36 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

Value of services for participating private schools – from Title IVA 2018-2019 budget	Value of additional services for participating private schools - from 2018-2019 TRANSFERABILITY	Total Value of Services for <b>Public Schools</b> from 2018-2019 allocation	Total Value of additional services for <b>Public Schools</b> from 2018- 2019 TRANSFERABILITY
11588.52	0.00	281661.63	0.00

A	B	C	D	E	F	G
Private Schools	Participation Status for 2018- 2019 award year? (Yes/No)	K-12 Enrollment	Value of services for participating private schools – from Title IVA 2018-2019 budget (calculated field)	Value of additional services for participating private schools - from 2018-2019 TRANSFERABILITY	Total Value of Services (D+E)	Method of Notification (for non-participating schools only)
All Saints Day School	No		0.00	0.00	0.00	
Anchor Christian School	No		0.00	0.00	0.00	
Atlantic Shores Christian School	Yes	363	1,528.57	0.00	1,528.57	
A World of Children	No		0.00	0.00	0.00	
Back Bay Christian Academy	No		0.00	0.00	0.00	
Barefoot Kids Christian Day School	No		0.00	0.00	0.00	
Bayside Presbyterian Preschool and Kindergarten	No		0.00	0.00	0.00	
Beach Day School	Yes	13	54.74	0.00	54.74	
Beach Montessori Christian Academy	No		0.00	0.00	0.00	
Beach Manor School	No		0.00	0.00	0.00	
Bellamy Manor School	No		0.00	0.00	0.00	
Bishop Sullivan Catholic School	Yes	467	1,966.51	0.00	1,966.51	
Broadway Manor School	No		0.00	0.00	0.00	
Bullfrogs and Butterflies Preschool&Kindergarten	No		0.00	0.00	0.00	
Cape Henry Collegiate School	No		0.00	0.00	0.00	
Chesapeake Bay Academy	No		0.00	0.00	0.00	
Coastal Christian Academy	No		0.00	0.00	0.00	
Courthouse Academy	No		0.00	0.00	0.00	
Courthouse Montessori School	No		0.00	0.00	0.00	
Enoch Christian Academy	No		0.00	0.00	0.00	
Forever Young Montessori School	No		0.00	0.00	0.00	
Friends School Virginia Beach	Yes	132	555.84	0.00	555.84	
Galilee Montessori School	No		0.00	0.00	0.00	
Gateway Christian School	No		0.00	0.00	0.00	
The Goddard School	No		0.00	0.00	0.00	
Great Neck Preschool and Kindergarten	No		0.00	0.00	0.00	
Hebrew Academy	Yes	71	298.98	0.00	298.98	
Holy Family Day School	No		0.00	0.00	0.00	
Hope Lutheran School	No		0.00	0.00	0.00	
Ivy League School	No		0.00	0.00	0.00	
Kids of Grace Preschool & Kindergarten	No		0.00	0.00	0.00	
Kids Town Learning Center	No		0.00	0.00	0.00	
Kings Grant Academy and Day School	No		0.00	0.00	0.00	

Kempsville Child Development Center	No		0.00	0.00	0.00
Kempsville Presbyterian Church Day School	No		0.00	0.00	0.00
London Bridge Baptist Preschool& Kindergarten	No		0.00	0.00	0.00
Montessori Academy Virginia	No		0.00	0.00	0.00
New Light Baptist School of Excellence	No		0.00	0.00	0.00
Norfolk Christian School-Virginia Beach Campus	Yes	69	290.56	0.00	290.56
Oak Tree Academy	No		0.00	0.00	0.00
Old Donation Episcopal Day School	No		0.00	0.00	0.00
Plaza Baptist Christian	No		0.00	0.00	0.00
Primrose School of Virginia Beach	No		0.00	0.00	0.00
Rainbow Station Virginia Beach	No		0.00	0.00	0.00
Rivermont School of Tidewater	Yes	68	286.34	0.00	286.34
Rollingwood Academy	No		0.00	0.00	0.00
St. Gregory the Great Catholic School	Yes	608	2,560.25	0.00	2,560.25
St. John the Apostle Catholic School	Yes	300	1,263.28	0.00	1,263.28
St. Matthew's Catholic School	Yes	516	2,172.85	0.00	2,172.85
Star of the Sea Catholic School	Yes	145	610.59	0.00	610.59
Stratford Preschool	No		0.00	0.00	0.00
Sunnybrook Day School	No		0.00	0.00	0.00
Tabernacle Baptist	No		0.00	0.00	0.00
Tidewater Classical Academy	No		0.00	0.00	0.00
			0.00	0.00	0.00
			0.00	0.00	0.00
			0.00	0.00	0.00

Per Pupil Expenditure (calculated field):	4.21	Total Private school set- asides	<b>11,588.52</b>	<b>0.00</b>
Per Pupil Expenditure for Transferability funds (calculated field):	0.00		Use this figure for private school set- asides in 2018-2019 budget	Use this figure for private school set-asides in 2018- 2019 budget Transferability

***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title IV, Part A  
Student Support and Academic  
Enrichment Grants**

**Individual Application**  
**Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
July 1, 2018**

**ESEA Grant Award Period:  
July 1, 2018 – September 30, 2019**

**Virginia Department of Education  
Division of Student Assessment and School Improvement  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120**

## **Application Guidelines**

### **Purpose of Program and General Use of Funds**

The purpose of this grant is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

### **Application Submission and Approval Deadline**

- The individual application submission date is by July 1, 2018; the application may be submitted prior to the due date.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### **Submissions to the Department of Education**

- Applications will be submitted using the web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level, and should not be submitted to the Virginia Department of Education. **The application cover page must include the local officials' names and the signature dates to indicate compliance with application assurances.** Additional information on assurances is included in the "General Assurances and Program Specific Assurances" section on pages 10-12.

### **Revisions and Amendments to Applications**

- Revisions are changes that are necessary to the program application or budget **before** approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget **after** the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are not accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper-right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the "Explain" link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title IV, Part A, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2018, through September 30, 2019. Under the Tydings Amendment, school divisions have until September 30, 2020, to encumber 2018-2019 funds.
- Final reimbursements must be submitted to the Department by November 15, 2020. Reimbursements are submitted using the OMEGA system.

### **General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white cell. (Blue cells have been added to the budget summary page to facilitate budgeting for private school services and calculations. These cells have also been enabled to allow users to enter figures.) The “Tab” key should be used to move from cell to cell. Do not use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIVPtA18-19.xls” (the “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title IV, Part A, application should be saved as “001TitleIVPtA18-19.xls” in the electronic files on your computer. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed to Dawn Dill, Title IV, Part A, Specialist, at [Dawn.Dill@doe.virginia.gov](mailto:Dawn.Dill@doe.virginia.gov) or at (804) 786-9935.

## **Instructions for Completing the Application**

### **A. Cover Page (Narrative Tab Pages 1-3)**

1. Complete the school division information section. Select the drop down box that appears in the “Applicant” (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. On page 2, in the far right column labeled “2018-2019 Allocation Total,” enter the school division’s allocation for Title IV, Part A, to be included in the 2018-2019 Individual Application.
5. Complete the Transferability section on page 2, if funds will be transferred into or out of the Title IV, Part A, program. **PRIOR APPROVAL IS REQUIRED.**

\* NOTE: If transferring 100% of your allocation to another federal program, you will only need to complete pages 1 and 2.

### **B. Program Overview (Narrative Tab Pages 4-8)**

In narrative format:

- Box 1. For local education agencies receiving allocations of \$30,000 or more provide a description of the needs assessment that was conducted to support the proposed activities to be served in order to examine needs for improvement of:
- a. access to, and opportunities for, a well-rounded education for all students;
  - b. school conditions for student learning in order to create a healthy and safe school environment; and
  - c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- Box 2. Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.
- Box 3. Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.
- Box 4. Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.
- Box 5. Describe how the local education agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **C. Coordination Of Services (Narrative Tab Page 9)**

Describe the partnership within your division between this program and other local, state or federal programs, or colleges and universities in the delivery of services to the targeted paraprofessionals, teachers or administrators that will support the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization,



community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

#### **D. Measurable Objectives (Narrative Tab Pages 10-12)**

1. In the tables on pages 10-12, state up to six measurable objectives that will guide the development of the program to be funded with the requested federal funds.
2. Describe the evidence-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed below.

##### **What is a Measurable Objective?**

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
4. Time period for performance or assessment.

##### **Examples:**

1. By May 2019, 100 percent of students enrolled in Health & PE10 will receive CPR training and at least 20 percent of those students will gain certification.
2. By June 2019, 100 percent of teachers at designated high-needs schools will participate in bullying prevention training, as evidenced by sign-in sheets.

#### **E. Budget Summary (Budget Tab Page 13)**

1. In Columns A, B, and C, provide the summary budget for Title IV, Part A, by object codes. Use only the allocation amount before transferability. The private school set-aside for 2018-2019 should be entered after the overall estimated budget has been entered and the equitable service amount has been calculated on the private school set-aside page.
2. If the allocation is \$30,000 or greater, funds must be allocated as follows:
  - At least 20 percent of funds for activities to support well-rounded educational opportunities (*ESEA* section 4107);
  - At least 20 percent of funds for activities to support safe and healthy students (*ESEA* section 4108); and
  - A portion of funds for activities to support the effective use of technology (*ESEA* section 4109); no more than 15 percent of funds for activities to support the effective use of technology may be used for purchasing technology infrastructure, which includes devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (Example: if allocating \$12,000 to support the effective use of technology then only \$1,800 may be used to purchase technology infrastructure).

#### **F. Detail Budget Breakdown (Budget Tab Pages 14-23)**

1. All items included in the budget must contribute to the measurable objectives stated in the application.
2. The applicable detail budget breakdown sheets must be completed. NOTE: For the equitable services set-aside calculation on the private school tab, administrative costs in object codes 1000,

2000, and 6000, and indirect costs in object code 5000, are not included in the amount used for the equitable services calculation.

3. The “Expenditure Accounts Description” (page 19) provides definitions for the object codes. Please review carefully before completing this section.

#### **G. Transferability Tab (Pages 24-30)**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

The amount being transferred into the applicable program will automatically populate on line 13 based upon the amounts entered in the Transferability section on page 2 of the application. Enter the amount budgeted in each object code on lines 16 through 81. A red “**Yes**” will appear on line 84, “Does Budget Match Amount Transferred to Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative section provided on the transferability tab.

Refer to the private school tab to identify the additional value of services that will be provided to participating private schools as a result of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

#### **H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 31)**

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

**I. Private School Participation Worksheet (Private School Tab Pages 32-34)**

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title IV, Part A, equitable services.
- Step 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Step 2: Indicate the methods used to notify the private schools of the availability of services.
- Step 3: Enter the school division’s K-12 enrollment.
- Step 4: The amount of the set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IV, Part A, budget.
- Step 5: The additional set-asides as a result of transferability will be calculated automatically by subtracting the administrative expenses from the overall transferability budget amount.
- Step 6:
  - In Column A, list all eligible private schools in the geographic boundaries of the school division.
  - In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
  - In column C, enter the K-12 enrollment of private schools participating in services for the 2018-2019 award year.
  - Column D will automatically calculate the value of services for the 2018-2019 award year.
  - In Column E, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Step 7: Enter the Value of Services amount in Cell G36 of the application on the Budget tab in the budget summary as “Private School Set-Aside” in the appropriate object codes. In the budget detail, list as “Private School Set-Aside” under the appropriate object codes.
- Step 8: Enter the Value of Additional services amount in Cell J36 of the application on the Transferability tab in the appropriate object codes. In the budget detail section on the same tab, list as “Private School Set-Aside” under the appropriate object codes..
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

### Local Uses of Funds

<b>Overview of Examples of Allowable Uses of Funds – from USED Non-Regulatory Guidance: <a href="https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf">https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf</a></b>		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> <li>• Improving access to foreign language instruction, arts, and music education</li> <li>• Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>• Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>• Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrents enrollment programs and early college high schools</li> <li>• Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting community and parent involvement in schools</li> <li>• Providing school-based mental health services and counseling</li> <li>• Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>• Establishing or improving dropout prevention</li> <li>• Supporting re-entry programs and transition services for justice-involved youth</li> <li>• Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>• Implementing systems and practices to prevent bullying and harassment</li> <li>• Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>• Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>• Building technological capacity and infrastructure</li> <li>• Carrying out innovative blended learning projects</li> <li>• Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>• Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>
<p>*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the <i>ESEA</i>, as amended by <i>ESSA</i>, is available at: <a href="http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf">http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf</a>.</p>		

### SEC. 8526. [20 U.S.C. 7906] PROHIBITED USES OF FUNDS

No funds under this Act may be used—

- (1) for construction, renovation, or repair of any school facility, except as authorized under this Act;
- (2) for transportation unless otherwise authorized under this Act;
- (3) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- (4) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
- (5) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- (6) to operate a program of contraceptive distribution in schools.

## **Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

### GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 2	– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	– Supporting Effective Instruction
Title III, Part A	– Language Instruction for English Learners and Immigrant Students
Title IV, Part A	– Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P.L. 114-95, Title XIII, Section 8524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;

12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
  13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
  14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
  15. It will comply with the other application requirements outlined in  
Section 8501. Private School Children;  
Section 8502. Bypass; and  
Section 8521. Maintenance of Effort under Title XIII –Other Provisions;
  16. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.



## PROGRAM SPECIFIC ASSURANCES

### TITLE IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

In accordance with *ESEA* section 4106(e) (2) and (f), each school division or consortium of school divisions receiving Title IV, Part A, funds will:

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
  - a. Are among the schools with the greatest needs;
  - b. Have the highest percentages or numbers of children counted under section 1124(c) (*i.e.*, children counted for purposes of basic grants to LEAs under *Title I*, Part A of the *ESEA*);
  - c. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (*i.e.*, are among the lowest-achieving schools);
  - d. Are implementing targeted support and improvement plans as described in section 1111(d)(2) (*i.e.*, have consistently underperforming student subgroups); or
  - e. Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (*ESEA* section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
  - a. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
  - b. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
  - c. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b). (*ESEA* section 4106(e)(2)(C)-(E));
- III. Comply with section 8501-8504, regarding equitable participation of private school children and teachers (*ESEA* section 4106(e)(2)(B)); and
- IV. Complete an annual State report regarding how funds for the SSAE program are being used (*ESEA* section 4106(e)(2)(F)).



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

**Section:** Information **Date:** May 22, 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**  
**APRIL 2018**

The financial statements include the following:

	<u>Page</u>
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Expenditures and Encumbrances by Category.....	<b>A3</b>
Expenditures and Encumbrances by Budget Unit within Category .....	<b>A5</b>
Revenues and Expenditures/Encumbrances Summary.....	<b>B1</b>
Balance Sheet .....	<b>B2</b>
Revenues by Account.....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias.....	<b>B6</b>
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Risk Management .....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
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Health Insurance .....	<b>B13</b>
Vending Operations .....	<b>B14</b>
Instructional Technology .....	<b>B15</b>
Equipment Replacement.....	<b>B16</b>
Capital Projects Funds Expenditures and Encumbrances.....	<b>B17</b>
Green Run Collegiate Charter School .....	<b>B18</b>

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

### **School Operating Fund**

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

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

Revenues realized this month totaled **\$67.5 million**. Revenues realized to date are **81.04%** of the current fiscal year estimate (**81.24%** of FY 2017 actual, **80.56%** of FY 2016 actual). Of the amount realized for the month, **\$37.9 million** was realized from the City, **\$5.3 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.

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

The percent of the total current fiscal year budget expended and encumbered through this month was **79.60%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2017 was **81.34%**, and FY 2016 was **80.80%**. 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 **\$28,243** in revenue (includes **\$6,701** in soccer receipts and **\$20,450** in middle school receipts) was realized this month. This fund has realized **90.1%** of the estimated revenue for the current fiscal year compared to **111.7%** of FY 2017 actual. Expenditures totaled **\$764,740** for this month. This fund has incurred expenditures and encumbrances of **77.6%** of the current fiscal year budget compared to **85.7%** 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 **\$3,169,491** in revenue (includes **\$841,907** in charges for services and **\$2,067,571** from National School Meal Program) was realized this month. This fund has realized **71.8%** of the estimated revenue for the current fiscal year compared to **71.5%** of FY 2017 actual. Expenditures totaled **\$2,372,527** for this month. This fund has incurred expenditures and encumbrances of **66.1%** of the current fiscal year budget compared to **72.6%** 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 **\$376,316** in revenue (includes **\$373,709** from the Department of Education) was realized this month. This fund has realized **83.4%** of the estimated revenue for the current fiscal year compared to **83.3%** of FY 2017 actual. Expenditures totaled **\$16,960** for this month. This fund has incurred expenditures and encumbrances of **72.2%** of the budget for the current fiscal year compared to **99.5%** 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 **\$27,885** in revenue this month. Expenses for this month totaled **\$439,058** (includes **\$304,234** in Worker's Compensation payments, **\$4,900** in General Liability Insurance premiums, and **\$35,026** 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 **\$9,440** in revenue was realized this month (includes **\$4,097** in cell tower rent – Cox High, **\$3,003** in cell tower rent – Tech Center, and **\$1,233** in cell tower rent – Woodstock Elementary). This fund has realized **93.3%** of the estimated revenue for the current fiscal year compared to **96.5%** of FY 2017 actual. Expenditures totaled **\$15,919** for this month. This fund has incurred expenditures and encumbrances of **17.6%** of the budget for the current fiscal year compared to **103.7%** 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 **\$4,487,953** 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 **\$12,090,655** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$10,776,977**. 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. A total of **\$30,727** in revenue (includes **\$30,721** in vending receipts) was realized this month. This fund has realized **63.6%** of the estimated revenue for the current fiscal year compared to **78.2%** of FY 2017 actual. This fund has incurred expenditures and encumbrances of **58.9%** of the budget for the current fiscal year compared to **100.0%** 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 **\$3,190** 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 **\$447** 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 **\$1,389,514** in expenditures was incurred for various school capital projects this month. This includes **\$942,295** for the John B. Dey Elementary Modernization project, **\$53,481** for Kemps Landing/ODC Replacement project, **\$82,314** for Thoroughgood Elementary Replacement project, **\$177,114** for Princess Anne Middle Replacement project, **\$102,999** for HVAC Systems Phase II Renovation and Replacement projects, **\$123,379** for Reroofing Phase II Renovation and Replacement projects, and **\$64,719** for 21<sup>st</sup> 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 **70.2%** of the current year fiscal year budget compared to **79.0%** of FY 2017 actual.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000**  
**April 1, 2018 through April 30, 2018**

5

Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	18-04-01	To purchase office supplies, paper, labels and envelopes	FROM	Windsor Woods ES Equipment Draw	TO	Windsor Woods ES Administrative Draw	\$ 2,355
JV NUMBER	18-04-02	To increase the budget for clerical personnel, health insurance and life insurance	FROM	Office of the Principal - Elementary Elementary Assistant Principals	TO	Audiological Services Clerical Personnel Health Insurance Life Insurance (VRS)	\$ 12,461
JV NUMBER	18-04-04	To purchase classroom materials, scholastic novel studies and science project materials	FROM	Strawbridge ES Library Draw Equipment Draw	TO	Strawbridge ES Instructional Draw	\$ 2,715
JV NUMBER	18-04-04	To attend Virginia State Reading Conference and Bureau of Education Math Conference	FROM	Strawbridge ES Equipment Draw	TO	Strawbridge ES Staff Development Draw	\$ 153
JV NUMBER	18-04-04	To purchase musical instruments	FROM	Strawbridge ES Equipment Draw	TO	Strawbridge ES Administrative Draw	\$ 665
JV NUMBER	18-04-05	To cover the purchases of digital rights	FROM	Media Services Support Library Books and Supplies	TO	Media Services Support Technological Services	\$ 16,000
JV NUMBER	18-04-06	To purchase classroom supplies and paper	FROM	Woodstock ES Equipment Draw	TO	Woodstock ES Instructional Draw	\$ 3,915
JV NUMBER	18-04-06	To cover substitutes and related FICA	FROM	Woodstock ES Equipment Draw	TO	Woodstock ES Staff Development Draw	\$ 600
JV NUMBER	18-04-07	To cover purchase of iPad for teacher	FROM	Gifted Education and Academy Programs Technology Services	TO	Gifted Ed & Academy Programs Support Controlled Assets	\$ 31
JV NUMBER	18-04-08	To cover purchase of cochlear batteries, sound processors or receivers, ear molds and hearing aids	FROM	Audiological Services Travel-Routine	TO	Audiological Services Instructional Supplies	\$ 11,542
JV NUMBER	18-04-08	To cover purchase of cochlear batteries, sound processors or receivers, ear molds, hearing aids and power cords	FROM	Audiological Services Other Purchased Services	TO	Audiological Services Instructional Supplies Computer Supplies	\$ 3,534
JV NUMBER	18-04-09	To cover salaries and fringes for Pre-K/K Expansion ES teacher assistant	FROM	Elementary Classroom Retirement Contribution (VRS) Health Insurance	TO	Elementary Classroom Elementary Teacher Assistants VRS Retiree Health Insurance Credit	\$ 130,915
JV NUMBER	18-04-110	To purchase an additional vehicle for the purpose of distributing interoffice mail throughout the division	FROM	Distribution Services Postal/Messenger Services	TO	Vehicle Services Vehicles - Additional	\$ 50,000
JV NUMBER	18-04-11	To purchase a replacement laptop for the principal	FROM	Newtown ES Equipment Draw	TO	Newtown ES Computer Supplies Draw	\$ 663
JV NUMBER	18-04-11	To purchase art supplies	FROM	Newtown ES Equipment Draw	TO	Newtown ES Instructional Draw	\$ 451
JV NUMBER	18-04-12	To purchase furniture and chairs for security desk	FROM	Bayside HS Library Draw Equipment Draw	TO	Bayside HS Administrative Draw	\$ 10,634
JV NUMBER	18-04-13	To purchase audio visual equipment, furniture, a display case, lapel microphones, refrigerator and a whiteboard for the conference room	FROM	Cox HS Library Draw Equipment Draw	TO	Cox HS Administrative Draw	\$ 9,621
JV NUMBER	18-04-13	To purchase toner	FROM	Cox HS Equipment Draw	TO	Cox HS Computer Supplies Draw	\$ 1,772
JV NUMBER	18-04-14	To pay for ESI printing services for library ink and toner use	FROM	Rosemont ES Library Draw	TO	Rosemont ES Computer Supplies Draw	\$ 122
JV NUMBER	18-04-15	To purchase paper, books and other classroom instructional materials and supplies	FROM	Old Donation School - ES Equipment Draw	TO	Old Donation School - ES Instructional Draw	\$ 2,356
JV NUMBER	18-04-16	To purchase materials and supplies for the office	FROM	Old Donation School - MS Equipment Draw	TO	Old Donation School - MS Administrative Draw	\$ 2,581
JV NUMBER	18-04-16	To purchase books, lab materials and other instructional items	FROM	Old Donation School - MS Staff Development Draw	TO	Old Donation School - MS Instructional Draw	\$ 1,718
JV NUMBER	18-04-16	To pay for ESI printing services for the remainder of the school year	FROM	Old Donation School - MS Equipment Draw	TO	Old Donation School - MS Computer Supplies Draw	\$ 1,663

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000**  
**April 1, 2018 through April 30, 2018**

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Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	18-04-17	To pay for cartridges and supplies for printer repair	FROM	Pembroke Meadows ES Equipment Draw	TO	Pembroke Meadows ES Computer Supplies Draw	\$ 1,872
JV NUMBER	18-04-17	To pay for staff development conferences and trainings for teachers	FROM	Pembroke Meadows ES Equipment Draw	TO	Pembroke Meadows ES Staff Development Draw	\$ 1,933
JV NUMBER	18-04-17	To pay for teacher substitutes	FROM	Pembroke Meadows ES Equipment Draw	TO	Pembroke ES Elementary Teacher Substitutes	\$ 90
JV NUMBER	18-04-18	To cover student trips and travel	FROM	Gifted Education and Academy Programs Controlled Assets-Computer Equipment	TO	Gifted Education and Academy Programs Other Purchased Services	\$ 2,000
JV NUMBER	18-04-18	To purchase a collection of ebooks provided by Gale Cengage for the Virtual Reference Library	FROM	Instructional Prof Growth & Innovation Other Purchased Services	TO	Instructional Prof Growth & Innovation Technology Services	\$ 67,000
JV NUMBER	18-04-18	To cover salaries and fringes for AP tutoring for schools	FROM	Teaching and Learning Support Senior High Teacher Substitutes	TO	Senior High Classroom Other Instructional Personnel-High School FICA Benefits	\$ 26,913
JV NUMBER	18-04-18	To cover calculator batteries for SOL testing	FROM	Teaching and Learning Support Other Materials and Supplies	TO	Senior High Classroom Instructional Supplies	\$ 2,674
JV NUMBER	18-04-18	To cover calculator batteries for SOL testing	FROM	Teaching and Learning Support Other Materials and Supplies	TO	Middle School Classroom Instructional Supplies	\$ 1,069
JV NUMBER	18-04-18	To cover musical materials and instruments	FROM	Teaching and Learning Support Other Purchased Services	TO	Middle School Classroom Instructional Supplies	\$ 85,201
JV NUMBER	18-04-18	To cover principal training, office supplies, varidesk, signage and staff development	FROM	Glenwood ES Equipment Draw	TO	Glenwood ES Administrative Draw Staff Development Draw	\$ 3,703
JV NUMBER	18-04-18	To cover principal training and air travel, lockers, step ladder, carry bag and drop safe	FROM	Glenwood ES Instructional Draw	TO	Glenwood ES Administrative Draw	\$ 1,620
JV NUMBER	18-04-18	To cover salaries and fringes	FROM	Guidance Services Clerical Personnel	TO	Audiological Services Clerical Personnel Psychologists/Audiologists/Therapists Health Insurance Life Insurance (VRS)	\$ 13,800
JV NUMBER	18-04-18	To cover music materials	FROM	Teaching and Learning Support Instructional Supplies	TO	Senior High Classroom Instructional Supplies	\$ 48,144
JV NUMBER	18-04-18	To cover music materials	FROM	Teaching and Learning Support Instructional Supplies	TO	Middle School Classroom Instructional Supplies	\$ 23,571
JV NUMBER	18-04-20	To cover the cost of Transportation employee family fun day	FROM	Management Food Services	TO	Management Other Purchased Services	\$ 2,610
JV NUMBER	18-04-21	To pay for Synovia Solutions (GPS fleet management software) for the remainder of the school year	FROM	Vehicle Maintenance Technological Services	TO	Vehicle Operations Technological Services	\$ 2,141
JV NUMBER	18-04-22	To increase the budget for health insurance	FROM	Vehicle Operations - Special Education Special Education Bus Drivers	TO	Vehicle Operations Health Insurance	\$ 70,622
JV NUMBER	18-04-22	To increase the budget for administrative personnel	FROM	Vehicle Operations - Special Education Special Education Bus Drivers	TO	Management Administrative Personnel (Directors Only)	\$ 20,000
JV NUMBER	18-04-23	To pay for portable data disconnects, cabling and labor for the Thoroughgood/Hermitage Swing Space	FROM	School Plant Electrical Services	TO	Technology Maintenance General Maintenance and Repair	\$ 13,859
JV NUMBER	18-04-24	To increase the budget for administrative personnel, VRS, health and life insurance	FROM	Safety and Loss Control Security Assistants	TO	Distribution Services Administrative Personnel (Directors Only) Retirement Contributions (VRS) VRS Retiree Health Insurance Credit Health Insurance Life Insurance (VRS)	\$ 56,615
JV NUMBER	18-04-25	To purchase closed-circuit television (CCTV) cameras for Princess Anne HS and First Colonial HS	FROM	Safety and Loss Control Transfer to Other Fund	TO	Safety and Loss Control General Maintenance and Repair	\$ 9,148
JV NUMBER	18-04-26	To replace two vehicles for Custodial Services	FROM	Custodial Services Custodial/Cleaning Supplies	TO	Vehicle Services Vehicles - Replacement	\$ 54,000



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000**  
**April 1, 2018 through April 30, 2018**

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Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	18-04-27	To increase the budget for part-time salaries	FROM	Technical and Career Education Support Printing and Binding	TO	Office of the Principal - Technical Part-Time/Temporary Personnel	\$ 6,000
JV NUMBER	18-04-28	To cover toner, waste toner trays, ink, marketing materials, students recognition items	FROM	Green Run Collegiate Charter School Office of the Principal-Senior High Office Supplies	TO	Green Run Collegiate Charter School Instructional Technology Computer Supplies Other Materials and Supplies	\$ 13,000
JV NUMBER	18-04-28	To cover various workshops presenters, artists in residence, and test prep classes	FROM	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	TO	Green Run Collegiate Charter School Teaching and Learning Support Other Purchased Services	\$ 25,000
JV NUMBER	18-04-28	To cover teacher workshop attendance	FROM	Green Run Collegiate Charter School Teaching and Learning Support Part-Time/Temporary Personnel	TO	Green Run Collegiate Charter School Teaching and Learning Support Workshops	\$ 15,000
JV NUMBER	18-04-28	To cover MPS toner supplies program expenses	FROM	Corporate Landing ES Equipment Draw	TO	Corporate Landing ES Computer Supplies Draw	\$ 4,515

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

**REVENUES**

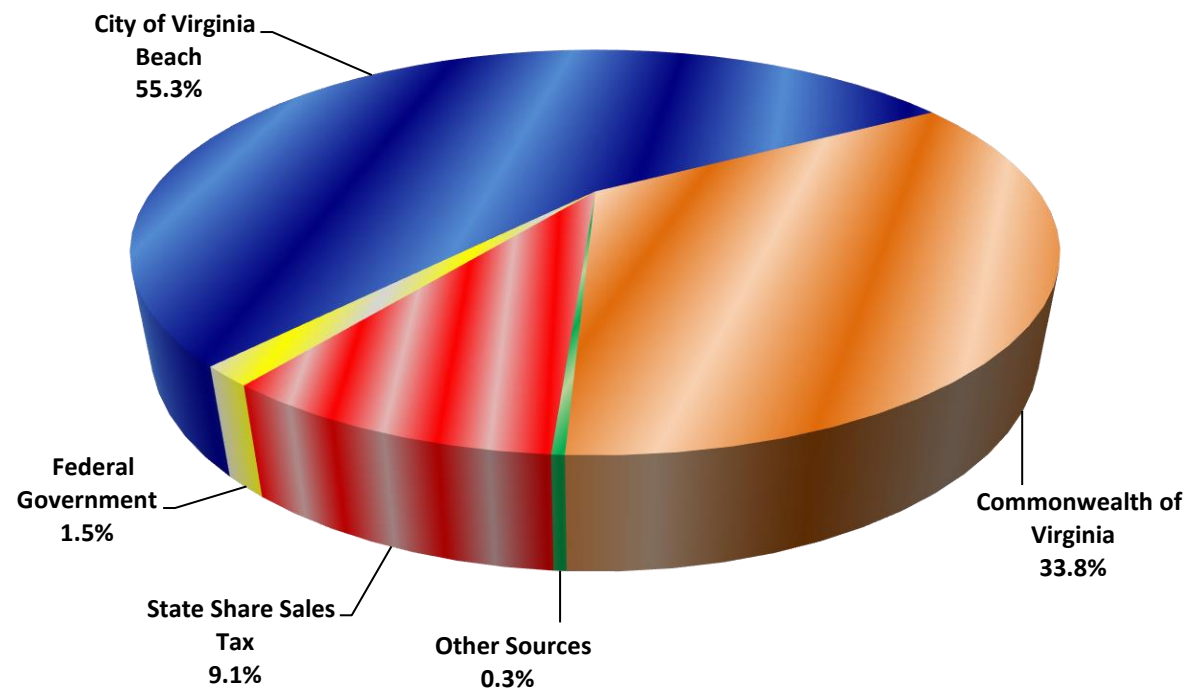
APRIL 2018

BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
<b>COMMONWEALTH OF VIRGINIA</b>	2018	273,443,481	<-----	215,290,885	78.73%	A
	2017	263,423,825	260,283,753	206,836,949	79.47%	
	2016	250,039,573	249,585,001	197,979,208	79.32%	
<b>STATE SALES TAX</b>	2018	73,718,340	<-----	55,309,785	75.03%	A
	2017	74,741,805	73,084,563	54,687,472	74.83%	
	2016	71,783,907	72,382,606	54,328,700	75.06%	
<b>FEDERAL GOVERNMENT</b>	2018	12,200,000	<-----	10,548,261	86.46%	A
	2017	12,476,532	13,464,377	12,009,642	89.20%	
	2016	12,476,532	10,984,117	4,653,060	42.36%	
<b>CITY OF VIRGINIA BEACH</b>	2018	447,551,668	<-----	372,306,087	83.19%	A
	2017	424,077,954	424,077,954	352,941,331	83.23%	
	2016	412,311,603	412,311,603	343,365,375	83.28%	
<b>OTHER SOURCES</b>	2018	2,782,803	<-----	2,760,395	99.19%	A
	2017	2,782,803	2,759,412	2,092,627	75.84%	
	2016	2,782,803	3,120,071	2,543,997	81.54%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2018	809,696,292	<-----	656,215,413	81.04%	A
	2017	777,502,919	773,670,059	628,568,021	81.24%	
	2016	749,394,418	748,383,398	602,870,340	80.56%	

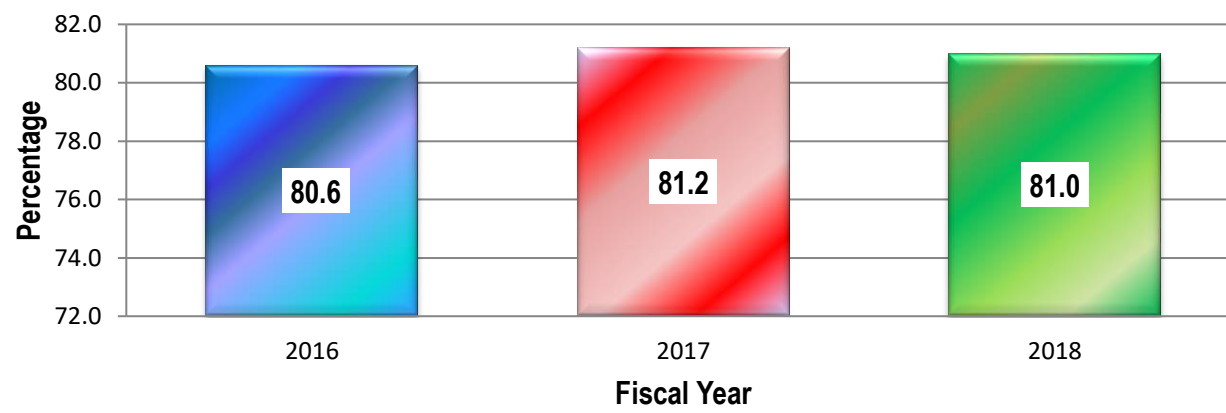
\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

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

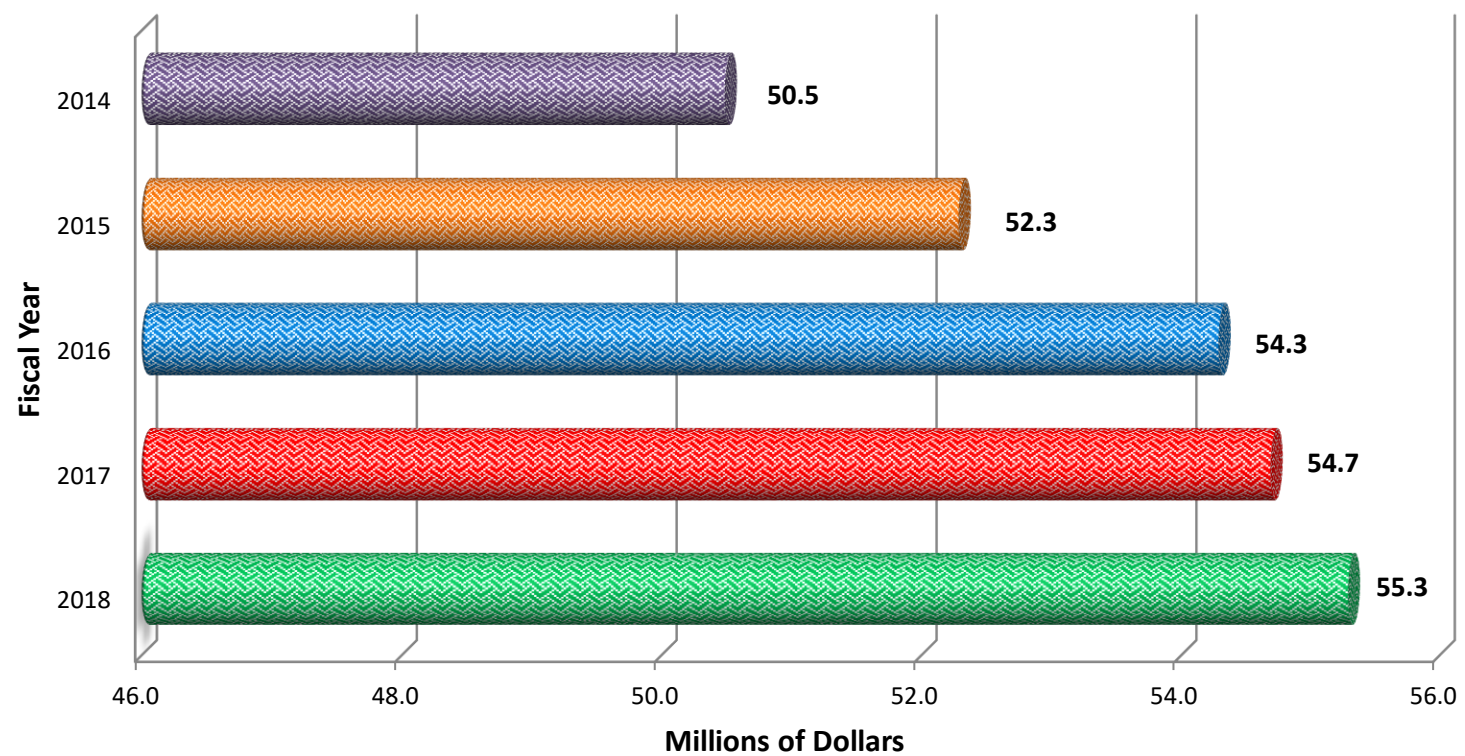
**Fiscal Year 2018 Revenue Budget by Major Source**



**School Operating Fund Revenue**  
**Percentage of Actual to Budget/Actual as of April 30, 2018**



**State Sales Tax Revenue through April 30, 2018**



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

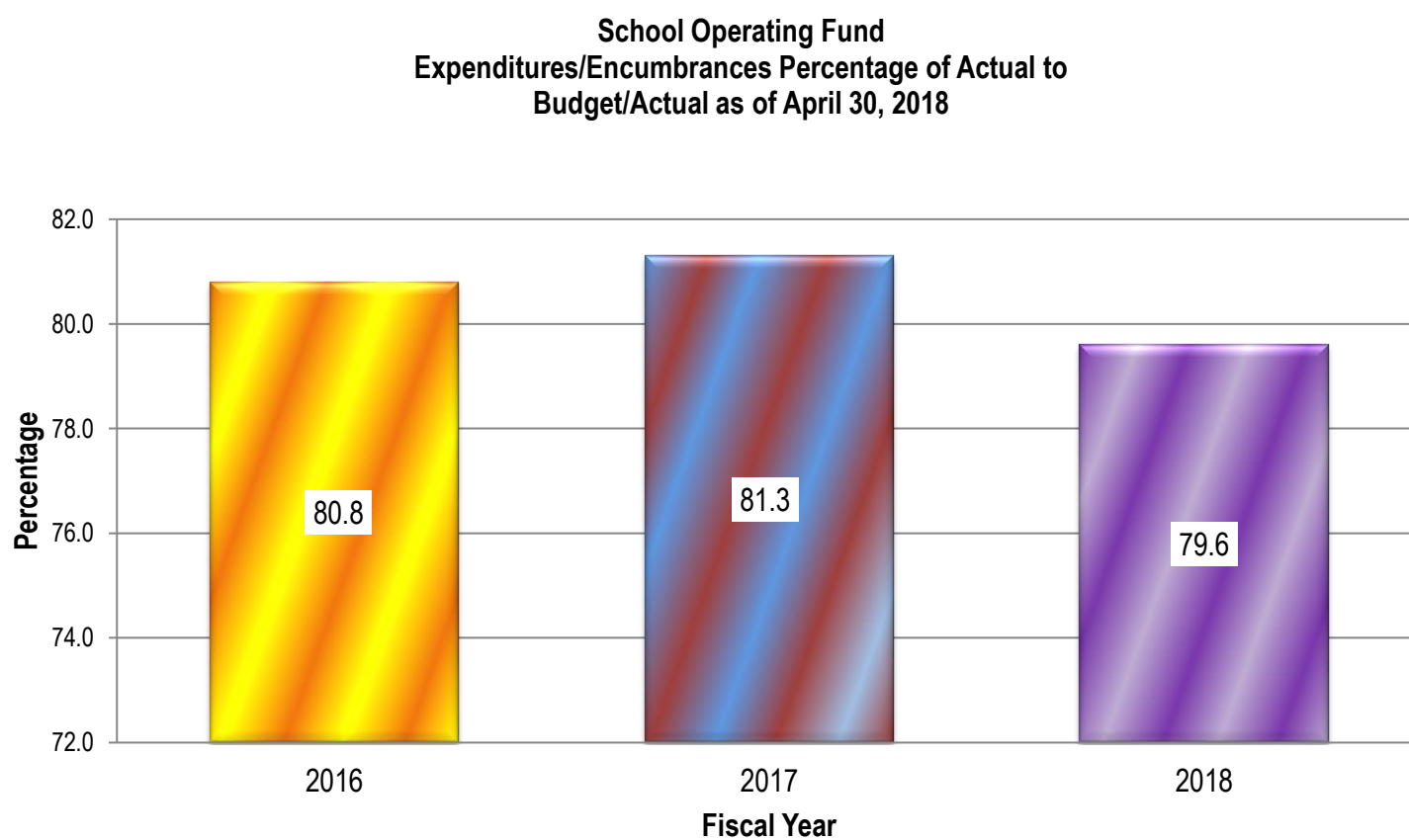
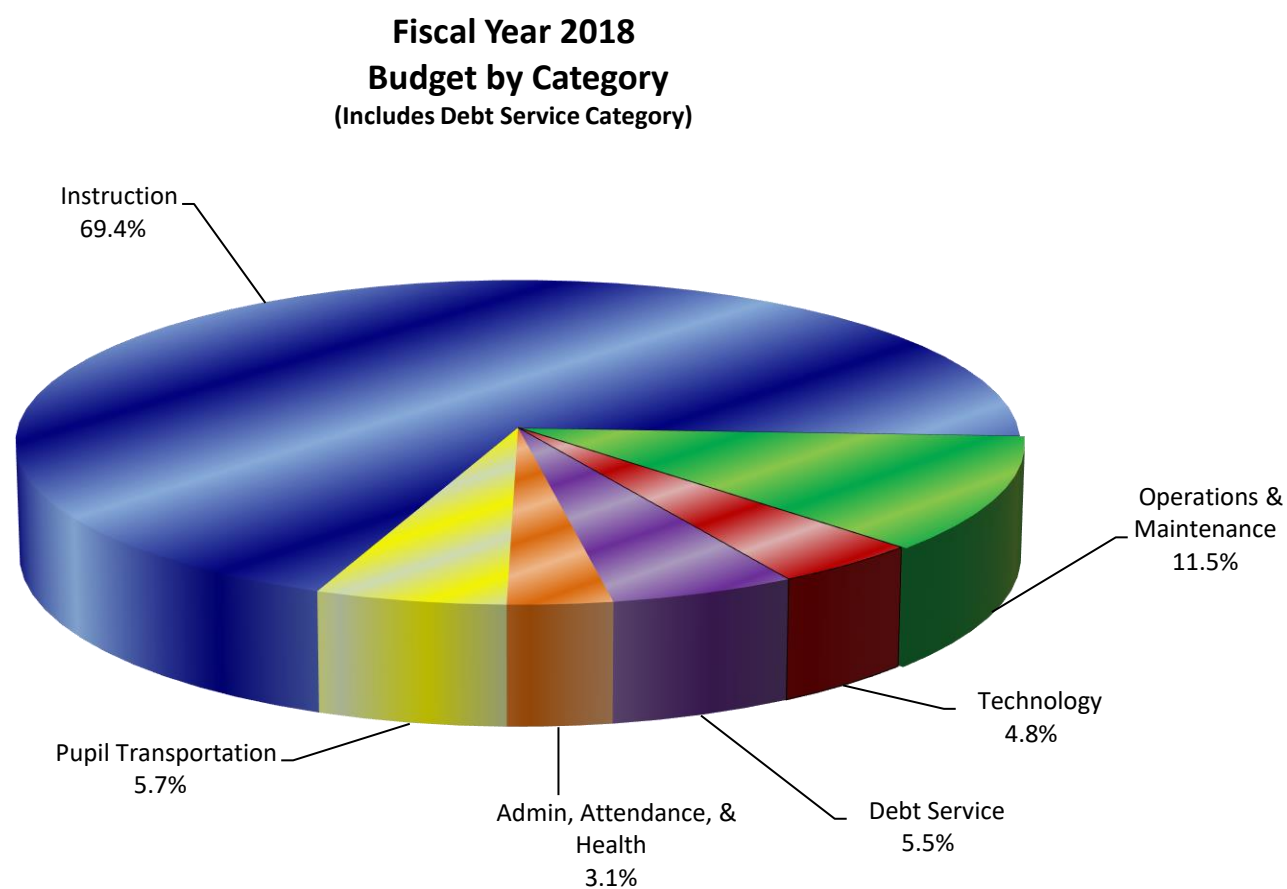
**EXPENDITURES/ENCUMBRANCES**

**APRIL 2018**

<i>BY UNIT WITHIN CATEGORY</i>	<i>FISCAL YEAR</i>	<i>(1) BUDGET</i>	<i>(2) ACTUAL THROUGH JUNE</i>	<i>(3) ACTUAL THROUGH MONTH</i>	<i>% OF (3) TO (2)</i>	<i>TREND *</i>
<b>INSTRUCTION</b>	2018	567,728,154	<-----	451,270,143	79.49%	A
<b>CATEGORY</b>	2017	547,382,834	533,960,741	435,168,949	81.50%	
	2016	530,731,819	522,876,753	421,578,570	80.63%	
<b>ADMINISTRATION,</b>	2018	25,295,155	<-----	19,543,114	77.26%	A
<b>ATTENDANCE &amp; HEALTH</b>	2017	24,339,437	23,322,078	19,025,269	81.58%	
<b>CATEGORY</b>	2016	22,937,844	21,876,609	17,653,529	80.70%	
<b>PUPIL TRANSPORTATION</b>	2018	46,276,298	<-----	39,355,220	85.04%	A
<b>CATEGORY</b>	2017	40,132,386	38,393,774	29,586,984	77.06%	
	2016	34,125,890	32,882,137	26,455,997	80.46%	
<b>OPERATIONS AND</b>	2018	94,391,079	<-----	72,298,386	76.59%	A
<b>MAINTENANCE</b>	2017	92,216,393	88,249,457	72,470,642	82.12%	
<b>CATEGORY</b>	2016	93,517,401	89,431,581	72,297,055	80.84%	
<b>TECHNOLOGY</b>	2018	39,489,398	<-----	33,011,758	83.60%	A
<b>CATEGORY</b>	2017	35,470,704	34,587,905	28,215,777	81.58%	
	2016	32,550,920	31,184,463	26,168,822	83.92%	
<b>SCHOOL OPERATING FUND</b>	2018	773,180,084	<-----	615,478,621	79.60%	A
<b>TOTAL</b>	2017	739,541,754	718,513,955	584,467,621	81.34%	
<b>(EXCLUDING DEBT SERVICE)</b>	2016	713,863,874	698,251,543	564,153,973	80.80%	
<b>DEBT SERVICE</b>	2018	44,947,680	<-----	37,864,967	84.24%	A
<b>CATEGORY</b>	2017	45,819,477	45,704,383	41,089,845	89.90%	
	2016	44,756,843	44,115,909	39,385,365	89.28%	

\* 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 APRIL 30, 2018

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>INSTRUCTION CATEGORY:</b>						
ELEMENTARY CLASSROOM	149,662,717	14,186,950	116,958,659	38,463	32,665,595	78.2%
SENIOR HIGH CLASSROOM	76,840,416	7,579,121	60,881,971	45,923	15,912,522	79.3%
TECHNICAL AND CAREER EDUCATION	19,311,497	1,630,489	13,669,030	20,808	5,621,659	70.9%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,413,593	1,337,826	11,380,913	9,716	3,022,964	79.0%
SPECIAL EDUCATION	95,608,167	7,433,890	78,131,624	17,151	17,459,392	81.7%
SUMMER SCHOOL	1,727,245		1,602,586		124,659	92.8%
SUMMER SLIDE PROGRAM	276,002	18	163,619		112,383	59.3%
GENERAL ADULT EDUCATION	2,018,831	190,343	1,504,262	6,083	508,486	74.8%
ALTERNATIVE EDUCATION-RENAISSANCE	6,986,374	617,163	5,099,536	793	1,886,045	73.0%
STUDENT ACTIVITIES	8,010,108	282,892	7,251,176		758,932	90.5%
OFFICE OF THE PRINCIPAL-ELEMENTARY	26,109,699	2,150,153	21,087,086	12,246	5,010,367	80.8%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	11,753,876	991,324	9,642,722	20,467	2,090,687	82.2%
OFFICE OF THE PRINCIPAL-TECHNICAL	673,054	55,973	532,426	2,089	138,539	79.4%
GUIDANCE SERVICES	17,129,947	1,581,807	13,896,056	13,282	3,220,609	81.2%
SOCIAL WORK SERVICES	4,035,799	410,246	3,261,204	5	774,590	80.8%
MEDIA AND COMMUNICATIONS	2,094,529	155,193	1,431,080		663,449	68.3%
TEACHING AND LEARNING SUPPORT	16,518,105	763,023	14,714,862	104,006	1,699,237	89.7%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,203,557	59,511	744,183	39,135	420,239	65.1%
OPPORTUNITY AND ACHIEVEMENT	89,860	1,916	44,235	10,000	35,625	60.4%
SPECIAL EDUCATION SUPPORT	3,665,293	312,626	2,941,855		723,438	80.3%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,336,441	190,681	1,836,478	160	499,803	78.6%
MEDIA SERVICES SUPPORT	13,225,854	1,261,582	10,466,811	54,357	2,704,686	79.6%
PLANNING INNOVATION AND ACCOUNTABILITY	2,669,071	178,677	1,699,678	18,353	951,040	64.4%
MIDDLE SCHOOL CLASSROOM	61,036,387	5,900,389	47,328,248	14,714	13,693,425	77.6%
REMEDIAL EDUCATION	8,266,085	733,004	6,527,594		1,738,491	79.0%
OFFICE OF THE PRINCIPAL-MIDDLE	10,705,158	968,132	9,005,379	8,671	1,691,108	84.2%
HOMEBOUND SERVICES	412,268	30,783	209,438		202,830	50.8%
TECHNICAL AND CAREER EDUCATION SUPPORT	1,032,304	74,910	766,590		265,714	74.3%
STUDENT LEADERSHIP	1,439,888	70,538	1,258,295	1,953	179,640	87.5%
PSYCHOLOGICAL SERVICES	4,631,619	408,823	3,722,918	10,923	897,778	80.6%
AUDIOLOGICAL SERVICES	502,687	39,888	411,791	133	90,763	81.9%
SCHOOL LEADERSHIP	1,932,482	165,168	1,549,564		382,918	80.2%
ALTERNATIVE EDUCATION	1,409,241	143,396	1,062,600	36,243	310,398	78.0%
<b>TOTAL INSTRUCTION</b>	<b>567,728,154</b>	<b>49,906,435</b>	<b>450,784,469</b>	<b>485,674</b>	<b>116,458,011</b>	<b>79.5%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,135,904	32,968	971,159		164,745	85.5%
OFFICE OF THE SUPERINTENDENT	1,054,711	76,482	783,604		271,107	74.3%
BUDGET AND FINANCE	5,113,259	338,932	4,014,037	3,443	1,095,779	78.6%
HUMAN RESOURCES	5,213,714	398,055	3,981,448	1,160	1,231,106	76.4%
INTERNAL AUDIT	466,766	31,036	365,093		101,673	78.2%
PURCHASING SERVICES	1,142,065	96,205	904,600		237,465	79.2%
PROFESSIONAL GROWTH AND INNOVATION	889,795	66,512	656,421	2,400	230,974	74.0%
BENEFITS	2,340,863	212,880	1,639,039	48,000	653,824	72.1%
HEALTH SERVICES	7,938,078	762,150	6,172,710		1,765,368	77.8%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>25,295,155</b>	<b>2,015,220</b>	<b>19,488,111</b>	<b>55,003</b>	<b>5,752,041</b>	<b>77.3%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

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	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
MANAGEMENT	2,590,168	210,855	2,098,476		491,692	81.0%
VEHICLE OPERATIONS	28,867,096	2,477,902	24,756,386	304,779	3,805,931	86.8%
VEHICLE OPERATIONS-SPECIAL EDUCATION	8,337,859	2,575,291	6,631,443	104,797	1,601,619	80.8%
VEHICLE MAINTENANCE	3,291,110	279,745	2,658,069		633,041	80.8%
MONITORING SERVICES	3,190,065	333,220	2,801,270		388,795	87.8%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>46,276,298</b>	<b>5,877,013</b>	<b>38,945,644</b>	<b>409,576</b>	<b>6,921,078</b>	<b>85.0%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
FACILITIES PLANNING AND CONSTRUCTION	837,518	65,348	657,188		180,330	78.5%
SCHOOL PLANT	47,531,044	3,053,431	33,294,540	3,371,827	10,864,677	77.1%
DISTRIBUTION SERVICES	1,744,849	182,802	1,335,380	1,579	407,890	76.6%
GROUNDS SERVICES	4,731,908		3,689,931		1,041,977	78.0%
CUSTODIAL SERVICES	28,472,838	2,321,997	20,967,306	947,842	6,557,690	77.0%
SAFETY AND LOSS CONTROL	7,289,751	669,971	5,624,984	4,662	1,660,105	77.2%
VEHICLE SERVICES	2,728,875	245,673	1,290,061	203,307	1,235,507	54.7%
TELECOMMUNICATIONS	1,054,296	48,002	864,800	44,979	144,517	86.3%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>94,391,079</b>	<b>6,587,224</b>	<b>67,724,190</b>	<b>4,574,196</b>	<b>22,092,693</b>	<b>76.6%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	2,322,598	54,543	1,605,775	173,913	542,910	76.6%
SENIOR HIGH CLASSROOM	1,926,304	303,278	1,557,907	399,826	(31,429)	101.6%
TECHNICAL AND CAREER EDUCATION	193,089	157	159,542	30,826	2,721	98.6%
GIFTED EDUCATION AND ACADEMY PROGRAMS	129,465	1,860	84,046	1,944	43,475	66.4%
SPECIAL EDUCATION	268,051	14,479	261,606	16,547	(10,102)	103.8%
SUMMER SCHOOL	2,489				2,489	
GENERAL ADULT EDUCATION	57,283	9,087	54,759	61	2,463	95.7%
ALTERNATIVE EDUCATION-RENAISSANCE	6,223	591	665	6,230	(672)	110.8%
STUDENT ACTIVITIES	5,875		640	4,547	688	88.3%
OFFICE OF THE PRINCIPAL-ELEMENTARY	114,417	5,983	116,428	10,696	(12,707)	111.1%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	67,729	(543)	73,203	459	(5,933)	108.8%
OFFICE OF THE PRINCIPAL-TECHNICAL	2,938	975	3,401		(463)	115.8%
GUIDANCE SERVICES	24,353		24,330		23	99.9%
SOCIAL WORK SERVICES	11,742		11,226		516	95.6%
MEDIA AND COMMUNICATIONS	231,571	5,004	229,193		2,378	99.0%
INSTRUCTIONAL TECHNOLOGY	12,086,344	831,871	10,089,282	55,294	1,941,768	83.9%
TEACHING AND LEARNING SUPPORT	275,658	3,018	274,610	10,002	(8,954)	103.2%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	74,463				74,463	
OPPORTUNITY AND ACHIEVEMENT	4,655		368	737	3,550	23.7%
SPECIAL EDUCATION SUPPORT	10,149	860	5,008	7,158	(2,017)	119.9%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	57,654		42,254	551	14,849	74.2%
MEDIA SERVICES SUPPORT	554,674	4,151	546,834	11,025	(3,185)	100.6%
PLANNING INNOVATION AND ACCOUNTABILITY	544,281	2,079	409,186	37,615	97,480	82.1%
MIDDLE SCHOOL CLASSROOM	1,244,442	186,158	908,571	235,532	100,339	91.9%
REMEDIAL EDUCATION	18,627		7,703		10,924	41.4%
OFFICE OF THE PRINCIPAL-MIDDLE	53,087	5,397	60,978	5,875	(13,766)	125.9%
HOMEBOUND SERVICES	50,732	4,764	25,922	7,519	17,291	65.9%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011	840	2,922		89	97.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

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	FY 2018	MONTHS	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>TECHNOLOGY CATEGORY:</b>						
STUDENT LEADERSHIP	3,619	137	2,897		722	80.0%
PSYCHOLOGICAL SERVICES	17,379		17,379			100.0%
AUDIOLOGICAL SERVICES	662	87	662			100.0%
SCHOOL LEADERSHIP	30,289	1,440	22,299		7,990	73.6%
ALTERNATIVE EDUCATION	161,108	7,500	58,018	24,867	78,223	51.4%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,757		512		2,245	18.6%
OFFICE OF THE SUPERINTENDENT	10,574		9,798		776	92.7%
BUDGET AND FINANCE	245,670	209	102,896	367	142,407	42.0%
HUMAN RESOURCES	313,428	4,073	279,450	14,350	19,628	93.7%
INTERNAL AUDIT	2,118	38	767		1,351	36.2%
PURCHASING SERVICES	56,681	118	45,183		11,498	79.7%
PROFESSIONAL GROWTH AND INNOVATION	141,507	1,104	119,915	1,447	20,145	85.8%
OFFICE OF TECHNOLOGY	850,189	56,886	674,415	1,166	174,608	79.5%
BENEFITS	24,207	5,795	21,899		2,308	90.5%
HEALTH SERVICES	839				839	
MANAGEMENT	206,722	13,950	164,245	251	42,226	79.6%
VEHICLE OPERATIONS	214,807	17,844	178,934		35,873	83.3%
VEHICLE MAINTENANCE	27,504		10,279		17,225	37.4%
FACILITIES PLANNING AND CONSTRUCTION	17,997	2,034	11,310	8,973	(2,286)	112.7%
SCHOOL PLANT	1,038,056	996	844,200	130,936	62,920	93.9%
DISTRIBUTION SERVICES	54,926	6,421	48,493	52	6,381	88.4%
CUSTODIAL SERVICES	7,539		6,861		678	91.0%
SAFETY AND LOSS CONTROL	6,060	273	5,528	106	426	93.0%
VEHICLE SERVICES	37,848	3,154	31,540		6,308	83.3%
TELECOMMUNICATIONS	10,420	6,816	10,172		248	97.6%
TECHNOLOGY MAINTENANCE	15,664,588	767,988	11,278,374	1,310,501	3,075,713	80.4%
<b>TOTAL TECHNOLOGY</b>	<b>39,489,398</b>	<b>2,331,415</b>	<b>30,502,385</b>	<b>2,509,373</b>	<b>6,477,640</b>	<b>83.6%</b>
 <b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	 <b>773,180,084</b>	 <b>66,717,307</b>	 <b>607,444,799</b>	 <b>8,033,822</b>	 <b>157,701,463</b>	 <b>79.6%</b>
 <b>DEBT SERVICE CATEGORY:</b>	 <b>44,947,680</b>	 <b>3,386,128</b>	 <b>37,864,967</b>	 <b></b>	 <b>7,082,713</b>	 <b>84.2%</b>



Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2017 through April 30, 2018

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**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	273,443,481	33.77%	215,290,885	(58,152,596)	78.73%
State Share Sales Tax	73,718,340	9.11%	55,309,785	(18,408,555)	75.03%
Federal Government	12,200,000	1.51%	10,548,261	(1,651,739)	86.46%
City of Virginia Beach	447,551,668	55.27%	372,306,087	(75,245,581)	83.19%
Other Sources	2,782,803	0.34%	2,760,395	(22,408)	99.19%
<b>Total Revenues</b>	809,696,292	100.00%	656,215,413	(153,480,879)	81.04%
Prior Year Local Contribution*	8,431,472				
	<u>818,127,764</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	567,728,154	69.39%	451,270,143	116,458,011	79.49%
Administration, Attendance and Health	25,295,155	3.09%	19,543,114	5,752,041	77.26%
Pupil Transportation	46,276,298	5.66%	39,355,220	6,921,078	85.04%
Operations and Maintenance	94,391,079	11.54%	72,298,386	22,092,693	76.59%
Technology	39,489,398	4.83%	33,011,758	6,477,640	83.60%
Debt Service	44,947,680	5.49%	37,864,967	7,082,713	84.24%
<b>Total Expenditures/Encumbrances</b>	<u>818,127,764</u>	100.00%	<u>653,343,588</u>	<u>164,784,176</u>	79.86%

\*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 APRIL 30, 2018

B 2

ASSETS:

CASH	1
DUE FROM GENERAL FUND	65,304,502
DUE FROM COMMONWEALTH OF VA	1,662,463
PREPAID ITEM	143,538

TOTAL ASSETS

67,110,504

LIABILITIES:

VOUCHERS PAYABLE	468,276
ACCOUNTS PAYABLE	26,187
ACCOUNTS PAYABLE - SCHOOLS	75,998
DUE TO COMMONWEALTH	2,581
SALARIES PAYABLE-OPTIONS	39,755,418
FICA PAYABLE-OPTIONS	3,026,628
WIRES PAYABLE	3,162,082
ACH PAYABLES	236,361
TOTAL LIABILITIES	<u>46,753,531</u>

FUND EQUITY:

FUND BALANCE	1,019,854
ESTIMATED REVENUE	(809,696,292)
APPROPRIATIONS	818,127,764
ENCUMBRANCES	8,033,822
RESERVE FOR ENCUMBRANCES	(8,033,822)
EXPENDITURES	(645,309,766)
REVENUES	<u>656,215,413</u>
TOTAL FUND EQUITY	<u>20,356,973</u>

TOTAL LIABILITIES AND FUND EQUITY

67,110,504

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 3

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	11,232,540	2,027,891	7,097,618	(4,134,922)	63.2%
REIMB-SOCIAL SECURITY	10,570,014	885,083	8,802,161	(1,767,853)	83.3%
REIMB-RETIREMENT	24,270,378	2,032,287	20,211,117	(4,059,261)	83.3%
REIMB-LIFE INSURANCE	731,770	61,275	609,380	(122,390)	83.3%
BASIC SCHOOL AID	177,972,380	14,907,504	148,124,859	(29,847,521)	83.2%
SP ED-SOQ	19,107,333	1,599,958	15,911,600	(3,195,733)	83.3%
VOCATIONAL FUNDS-SOQ	1,870,079	156,592	1,557,306	(312,773)	83.3%
FOSTER HOME CHILDREN-REGULAR	434,143			(434,143)	
SUMMER SCHOOLS-REMEDIAL	228,268	37,038	166,671	(61,597)	73.0%
GIFTED & TALENTED AID-SOQ	1,951,387	163,400	1,625,014	(326,373)	83.3%
REMEDIAL ED-SOQ	4,675,199	391,479	3,893,264	(781,935)	83.3%
SP ED-HOME BOUND	160,664	19,261	115,567	(45,097)	71.9%
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	53,082	530,825	(106,165)	83.3%
AT-RISK INITIATIVE	2,955,530	310,333	2,325,748	(629,782)	78.7%
CLASS SIZE INITIATIVE	4,578,114	826,225	2,891,788	(1,686,326)	63.2%
SALARY SUPPLEMENT	1,795,175	142,797	1,427,967	(367,208)	79.5%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>273,443,481</u>	<u>23,614,205</u>	<u>215,290,885</u>	<u>(58,152,596)</u>	78.7%
STATE SHARE SALES TAX	<u>73,718,340</u>	<u>5,327,328</u>	<u>55,309,785</u>	<u>(18,408,555)</u>	75.0%
TOTAL FROM STATE SHARE SALES TAX	<u>73,718,340</u>	<u>5,327,328</u>	<u>55,309,785</u>	<u>(18,408,555)</u>	75.0%
PUBLIC LAW 874	9,935,191		6,813,731	(3,121,460)	68.6%
DEPT OF THE NAVY-NJROTC	100,000		139,952	39,952	140.0%
OTHER FEDERAL FUNDS			4,180	4,180	
DEPT OF DEFENSE	1,500,000		1,490,759	(9,241)	99.4%
IMPACT AID-SPECIAL ED			569,955	569,955	
DEPARTMENT OF DEFENSE-SPECIAL ED			578,233	578,233	
MEDICAID REIMBURSEMENT	664,809	166,436	858,086	193,277	129.1%
MEDICAID REIMBURSEMENT-TRANSPORTATION		105	93,365	93,365	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>166,541</u>	<u>10,548,261</u>	<u>(1,651,739)</u>	86.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH APRIL 30, 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	364,233,968	(73,778,265)	83.2%
TRANSFER FROM SCHOOL RESERVE FUND	8,803,897	733,658	7,336,581	(1,467,316)	83.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	447,551,668	37,903,839	372,306,087	(75,245,581)	83.2%
SALE OF SCHOOL VEHICLES	15,000	19,974	100,583	85,583	670.6%
RENT OF FACILITIES	450,000	21,678	260,018	(189,982)	57.8%
SECEP-RENT OF FACILITIES			169,000	169,000	
RENT OF PROPERTY		4,000	40,000	40,000	
SECEP-CHARGES FOR SERVICES		63,712	63,712	63,712	
TUITION-REGULAR DAY	100,000	25,149	206,590	106,590	206.6%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000		546,398	(153,602)	78.1%
TUITION-VOCATIONAL ADULT ED	169,750		2,000	(167,750)	1.2%
TUITION-DRIVERS ED	322,125	70,179	186,624	(135,501)	57.9%
COLLEGE NIGHT FEES			18,625	18,625	
TUITION-LPN PROGRAM	25,575		3,200	(22,375)	12.5%
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		42	3,299	3,299	
DONATION		468	468	468	
MISCELLANEOUS REVENUE	224,703	16	204,648	(20,055)	91.1%
SALE OF SALVAGE MATERIALS	12,000	7,718	98,866	86,866	823.9%
INSURANCE PROCEEDS		4,740	60,576	60,576	
SALE OF CAPITAL ASSETS			1,600	1,600	
INDIRECT COST-GRANTS	600,000	80,835	556,128	(43,872)	92.7%
PREMIUM ON BONDS			74,539	74,539	
PREMIUM-PFRB BONDS		163,521	163,521	163,521	
TOTAL FROM OTHER SOURCES	2,782,803	462,032	2,760,395	(22,408)	99.2%
TOTAL SCHOOL OPERATING FUND	809,696,292	67,473,945	656,215,413	(153,480,879)	81.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 5

ASSETS:		LIABILITIES:	
CASH		VOUCHERS PAYABLE	149,411
	1,088,441	ACH PAYABLES	34,577
		TOTAL LIABILITIES	<u>183,988</u>
		FUND EQUITY:	
		FUND BALANCE	53,381
		ESTIMATED REVENUE	(5,661,920)
		APPROPRIATIONS	5,668,779
		ENCUMBRANCES	146,979
		RESERVE FOR ENCUMBRANCES	(146,979)
		EXPENDITURES	(4,254,376)
		REVENUES	<u>5,098,589</u>
		TOTAL FUND EQUITY	<u>904,453</u>
TOTAL ASSETS	<u>1,088,441</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,088,441</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	5,000	482	19,998	14,998	400.0%	92.9%
BASKETBALL	120,000		96,982	(23,018)	80.8%	100.0%
FOOTBALL	250,000		240,272	(9,728)	96.1%	100.0%
GYMNASTICS	4,000		4,773	773	119.3%	100.0%
WRESTLING	13,000		15,199	2,199	116.9%	100.0%
SOCCER	42,000	6,701	12,392	(29,608)	29.5%	45.0%
MIDDLE SCHOOL	65,000	20,450	78,471	13,471	120.7%	80.5%
TRANSFER FROM SCHOOL OPERATING	4,595,823		4,595,823		100.0%	114.6%
TRANSFER FROM GENERAL FUND	562,097			(562,097)		
OTHER INCOME	<u>5,000</u>	<u>610</u>	<u>34,679</u>	<u>29,679</u>	693.6%	99.8%
TOTAL REVENUES	5,661,920	<u>28,243</u>	<u>5,098,589</u>	<u>(563,331)</u>	90.1%	111.7%
PYFB-ENCUMBRANCES	<u>6,859</u>					
TOTAL REVENUES AND PYFB	<u>5,668,779</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	2,620,770	273,956	2,134,004		486,766	81.4%	87.8%
FICA BENEFITS	200,483	20,954	163,493		36,990	81.5%	87.7%
PURCHASED SERVICES	1,252,029	391,604	1,144,249	1,650	106,130	91.5%	79.6%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,155		31,095	39.3%	99.6%
ATHLETIC INSURANCE	175,000		187,801		(12,801)	107.3%	100.0%
OTHER CHARGES		466	1,508		(1,508)		87.4%
MATERIALS AND SUPPLIES	618,159	61,725	580,100	86,489	(48,430)	107.8%	83.9%
CAPITAL OUTLAY	317,872	16,035	23,066	58,840	235,966	25.8%	100.0%
LAND, STRUCTURES, AND IMPROVEMENTS	<u>433,216</u>				<u>433,216</u>		
TOTAL	<u>5,668,779</u>	<u>764,740</u>	<u>4,254,376</u>	<u>146,979</u>	<u>1,267,424</u>	77.6%	85.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 6

ASSETS:		LIABILITIES:	
CASH	11,754,555	VOUCHERS PAYABLE	2,080
CASH WITH CAFETERIAS	12,884	SALARIES PAYABLE-OPTIONS	672,049
FOOD INVENTORY	238,727	FICA PAYABLE-OPTIONS	51,411
FOOD-USDA INVENTORY	162,351	ACH PAYABLES	47,463
SUPPLIES INVENTORY	117,183	UNEARNED REVENUE	458,823
PREPAID ITEM	1,203	TOTAL LIABILITIES	<u>1,231,826</u>
		FUND EQUITY:	
		FUND BALANCE	8,716,290
		ESTIMATED REVENUE	(30,582,456)
		APPROPRIATIONS	31,679,250
		ENCUMBRANCES	202,148
		RESERVE FOR ENCUMBRANCES	(202,148)
		EXPENDITURES	(20,729,207)
		REVENUES	<u>21,971,200</u>
		TOTAL FUND EQUITY	<u>11,055,077</u>
TOTAL ASSETS	<u>12,286,903</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>12,286,903</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	3,978	68,016	42,266	264.1%	73.4%
CHARGES FOR SERVICES	11,620,238	841,907	8,169,634	(3,450,604)	70.3%	82.6%
USDA REBATES	350,000	139,099	448,936	98,936	128.3%	72.1%
MISCELLANEOUS REVENUE			5,600	5,600		
TOTAL LOCAL REVENUE	<u>11,995,988</u>	<u>984,984</u>	<u>8,692,186</u>	<u>(3,303,802)</u>	72.5%	81.9%
SCHOOL MEAL PAYMENTS	500,000	53,934	484,759	(15,241)	97.0%	76.1%
SCHOOL BREAKFAST INITIATIVE		5,957	32,073	32,073		77.4%
TOTAL REVENUE FROM COMMONWEALTH	<u>500,000</u>	<u>59,891</u>	<u>516,832</u>	<u>16,832</u>	103.4%	76.2%
NATIONAL SCHOOL MEAL PROGRAM	16,232,468	2,067,571	12,322,654	(3,909,814)	75.9%	72.8%
USDA COMMODITIES	1,854,000			(1,854,000)		
SUMMER FEEDING PROGRAM			155,405	155,405		84.1%
CHILD AND ADULT CARE FOOD PROGRAM		57,045	283,423	283,423		57.3%
OTHER FEDERAL FUNDS			700	700		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>18,086,468</u>	<u>2,124,616</u>	<u>12,762,182</u>	<u>(5,324,286)</u>	70.6%	65.2%
TOTAL REVENUES	<u>30,582,456</u>	<u>3,169,491</u>	<u>21,971,200</u>	<u>(8,611,256)</u>	71.8%	71.5%
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	816,206	6,854,032		3,268,579	67.7%	79.8%
FRINGE BENEFITS	4,501,594	347,074	2,817,777		1,683,817	62.6%	79.8%
PURCHASED SERVICES	472,932	17,932	407,606	177,303	(111,977)	123.7%	89.9%
OTHER CHARGES	74,802	4,073	52,834		21,968	70.6%	93.4%
MATERIALS AND SUPPLIES	16,157,311	1,168,309	10,486,439	24,845	5,646,027	65.1%	66.5%
CAPITAL OUTLAY	350,000	18,933	110,519		239,481	31.6%	94.9%
TOTAL	<u>31,679,250</u>	<u>2,372,527</u>	<u>20,729,207</u>	<u>202,148</u>	<u>10,747,895</u>	66.1%	72.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 7

ASSETS:		LIABILITIES:	
CASH	7,263,663	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	6,573,219
		ESTIMATED REVENUE	(4,516,596)
		APPROPRIATIONS	5,179,602
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(3,740,996)
		REVENUES	3,768,434
		TOTAL FUND EQUITY	7,263,663
TOTAL ASSETS	<u>7,263,663</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>7,263,663</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	2,498	40,930	14,319	153.8%	76.8%
LOST AND DAMAGED	27,000	109	5,461	(21,539)	20.2%	80.8%
MISCELLANEOUS			5,500	5,500		91.7%
TOTAL LOCAL REVENUE	<u>53,611</u>	<u>2,607</u>	<u>51,891</u>	<u>(1,720)</u>	96.8%	79.9%
DEPT OF EDUCATION	4,462,985	373,709	3,716,543	(746,442)	83.3%	83.4%
TOTAL REVENUE-COMMONWEALTH	<u>4,462,985</u>	<u>373,709</u>	<u>3,716,543</u>	<u>(746,442)</u>	83.3%	83.4%
TOTAL REVENUES	<u>4,516,596</u>	<u>376,316</u>	<u>3,768,434</u>	<u>(748,162)</u>	83.4%	83.3%
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	7,113	74,319		9,112	89.1%	83.8%
FRINGE BENEFITS	31,066	3,158	28,845		2,221	92.9%	82.8%
PURCHASED SERVICES	670,431		2,478,040		(1,807,609)	369.6%	100.0%
MATERIALS AND SUPPLIES	4,394,674	6,689	1,159,792		3,234,882	26.4%	99.5%
TOTAL	<u>5,179,602</u>	<u>16,960</u>	<u>3,740,996</u>		<u>1,438,606</u>	72.2%	99.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 8

ASSETS:		LIABILITIES:	
CASH	13,437,187	ACH PAYABLES	10
PREPAID ITEM	14,028	EST CLAIMS/JUDGMENTS PAYABLE	<u>7,367,000</u>
		TOTAL LIABILITIES	<u>7,367,010</u>
		FUND EQUITY:	
		RETAINED EARNINGS	4,640,579
		ENCUMBRANCES	63,938
		RESERVE FOR ENCUMBRANCES	(63,938)
		EXPENSES	(5,591,657)
		REVENUES	<u>7,035,283</u>
		TOTAL FUND EQUITY	<u>6,084,205</u>
TOTAL ASSETS	<u>13,451,215</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>13,451,215</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	4,810	106,922
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	23,000	119,781
MISCELLANEOUS REVENUE	75	2,856
TOTAL REVENUES	<u>27,885</u>	<u>7,035,283</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	25,242	229,172	
FRINGE BENEFITS	9,544	86,080	
OTHER PURCHASED SERVICES	288	352,624	45,523
FIRE AND PROPERTY INSURANCE		1,529,917	
MOTOR VEHICLE INSURANCE	35,026	776,541	
WORKER'S COMPENSATION	304,234	1,954,238	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	4,900	208,271	
MISCELLANEOUS	179	1,970	
MATERIALS AND SUPPLIES	11,062	150,044	97
LAND, STRUCTURES, & IMPROVEMENTS	48,583	302,600	<u>18,318</u>
TOTAL	<u>439,058</u>	<u>5,591,657</u>	<u>63,938</u>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 9

ASSETS:		LIABILITIES:	
CASH	3,136,576	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,385,648
		ESTIMATED REVENUE	(510,000)
		APPROPRIATIONS	850,000
		ENCUMBRANCES	9,753
		RESERVE FOR ENCUMBRANCES	(9,753)
		EXPENDITURES	(140,011)
		REVENUES	475,939
		TOTAL FUND EQUITY	3,061,576
TOTAL ASSETS	3,136,576	TOTAL LIABILITIES AND FUND EQUITY	3,136,576

	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	1,107	21,309	11,309	213.1%	80.9%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			25,000	25,000		100.0%
TOWER RENT-COX HIGH		4,097	132,440	132,440		97.5%
TOWER RENT-FIRST COLONIAL HIGH			74,441	74,441		100.0%
TOWER RENT-LANDSTOWN HIGH			31,807	31,807		100.0%
TOWER RENT-OCEAN LAKES HIGH			82,170	82,170		97.0%
TOWER RENT-SALEM HIGH			77	77		99.7%
TOWER RENT-TALLWOOD HIGH			29,692	29,692		100.0%
TOWER RENT-TECH CENTER		3,003	69,526	69,526		92.1%
TOWER RENT-WOODSTOCK		1,233	9,477	9,477		71.5%
TOTAL REVENUES	510,000	9,440	475,939	(34,061)	93.3%	96.5%
PRIOR YEAR FUND BALANCE (PYFB)	340,000					
TOTAL REVENUES AND PYFB	850,000					

	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	15,919	140,011	9,753	700,236	17.6%	99.3%
TOTAL	850,000	15,919	140,011	9,753	700,236	17.6%	103.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B10

**Revenues :**

	FY 2018 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	13,466,225	974,860	4,632,550	(8,833,675)	34.40%
Federal Government	39,692,414	2,052,545	14,586,441	(25,105,973)	36.75%
Other Sources	1,090,969	21,609	177,383	(913,586)	16.26%
Transfers from School Operating Fund	4,607,140		4,607,140		100.00%
<b>Total Revenues</b>	<b>58,856,748</b>	<b>3,049,014</b>	<b>24,003,514</b>	<b>(34,853,234)</b>	<b>40.78%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ADULT BASIC EDUCATION 16/17	13,443		13,443			100.0%
ADULT BASIC EDUCATION 17/18	321,376	23,380	283,483		37,893	88.2%
ALGEBRA READINESS 16/17	159,539		159,539			100.0%
ALGEBRA READINESS 17/18	994,174	38,481	338,515		655,659	34.0%
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,865	410	776		2,089	27.1%
ASSESSMENT FOR LEARNING PROJECT 15/16	38,731		5,929		32,802	15.3%
CAREER & TECHNICAL EDUCATON STATE EQUIP 17/18	82,361		82,361			100.0%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18	28,000				28,000	
CARL PERKINS 16/17	47,751		47,751			100.0%
CARL PERKINS 17/18	851,171	19,820	489,512	92,111	269,548	68.3%
CTE INNOVATIVE PROGRAM EQUIPMENT 17/18	37,500				37,500	
CTE SPECIAL STATE EQUIP ALLOCATION 17/18	64,500		64,500			100.0%
DODEA SPECIAL EDUCATION 16/17	147,470	32,511	147,470			100.0%
DODEA-MCASP OPERATION GRIT 17/18	257,289	45,860	188,268		69,021	73.2%
DODEA SPECIAL EDUCATION 17/18	287,175	(2,005)	138,246		148,929	48.1%
DODEA-MCASP OPERATION GRIT 16/17	72,683		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	2,044,015	126,691	830,582	3,400	1,210,033	40.8%
GENERAL ADULT EDUCATION-GAE 17/18	30,993		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	11,183	40,948		9,052	81.9%
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%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 2 17/18	5,000				5,000	
INCLUSION LEADERSHIP SUPPORT GRANT-SALEM HS 10/11	457				457	
INDUSTRY CERTIFICATION EXAMS 17/18	72,688	4,680	51,174		21,514	70.4%
INDUSTRY CERTIFICATION EXAMS-STEM 17/18	27,296	1,277	16,816	4,571	5,909	78.4%
ISAEP 16/17	5,369		5,369			100.0%
ISAEP 17/18	66,349	21,066	51,778		14,571	78.0%
JAIL EDUCATION PROGRAM 17/18	155,114		132,496		22,618	85.4%
JAIL EDUCATION PROGRAM 18/19	233,206	13,774	13,774		219,432	5.9%
JUVENILE DETENTION 17/18	832,732		807,060	4	25,668	96.9%
JUVENILE DETENTION 18/19	790,958	95,628	95,628		695,330	12.1%
LTG (RET) H G PETE TAYLOR PTNRSHIP OF EXCELLENCE AWARD 13/14	3,500		3,500			100.0%
MCKINNEY HOMELESS 16/17	67,507	4,641	42,157		25,350	62.4%
MCKINNEY HOMELESS 17/18	73,000				73,000	
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	3,007	6,193		510,565	1.2%
NETWORK IMPROVEMENT COMMUNITY (NIC) 17/18	15,000		750		14,250	5.0%
NEW TEACHER MENTOR 17/18	30,403				30,403	
ODU RESEARCH FOUNDATION CYBER SECURITY STUDENT INTERNSHIP 16/17	4,500	1,500	3,900		600	86.7%
OPPORTUNITY INC-ALC 17/18	113,440	6,541	43,727		69,713	38.5%
OPPORTUNITY INC-STEM (ISY) 17/18	153,600	9,872	72,172		81,428	47.0%
OPPORTUNITY INC-STEM (OSY) 17/18	150,600	8,050	31,018		119,582	20.6%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 17/18	25,000	527	13,287		11,713	53.1%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 16/17	12,473		12,473			100.0%
POST 9/11 GI BILL 17/18	5,000		2,714		2,286	54.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH APRIL 30, 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		54,311			100.0%
PRESCHOOL INCENTIVE 17/18	492,573	37,767	297,464		195,109	60.4%
PROJECT GRADUATION 16/17	29,018	2,338	10,012	8,225	10,781	62.8%
PROJECT GRADUATION 17/18	37,500				37,500	
PROJECT HOPE-CITY WIDE SCA 13/14	3,479		190		3,289	5.5%
RACE-TO-GED 17/18	66,160	7,426	54,465		11,695	82.3%
REGION II SUPERINTENDENTS ESCROW 17/18	9,465				9,465	
RESERVE FOR CONTINGENCY	1,753,988				1,753,988	
RISE PROGRAM-INSTRUCTIONAL SUPPORT 17/18	81,531	1,318	2,890	708	77,933	4.4%
RISK MANAGEMENT GRANT 17/18	2,000		2,000			100.0%
SCHOOL SECURITY EQUIPMENT 17/18	75,990		75,990			100.0%
STARTALK 16/17	63,335		59,433		3,902	93.8%
STARTALK 17/18	81,793				81,793	
STEM TEACHER RECRUITMENT & RETENTION INC 17/18	17,000				17,000	
TECHNOLOGY INITIATIVE 15/16	66,218	2,105	64,299		1,919	97.1%
TECHNOLOGY INITIATIVE 16/17	2,610,315	8,650	2,272,732		337,583	87.1%
TECHNOLOGY INITIATIVE 17/18	2,618,400				2,618,400	
TITLE I PART A 17/18	11,952,631	1,029,113	6,679,834	59,289	5,213,508	56.4%
TITLE I PART A 16/17	3,075,968	687,043	2,656,515	348,695	70,758	97.7%
TITLE I PART D SUBPART 1 16/17	10,048		10,048			100.0%
TITLE I PART D SUBPART 1 17/18	21,000	1,681	6,079		14,921	28.9%
TITLE I PART D SUBPART 2 15/16	36,673		36,673			100.0%
TITLE I PART D SUBPART 2 16/17	184,477	15,170	94,227		90,250	51.1%
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	1,722	160,073		37,566	81.0%
TITLE II PART A 17/18	1,644,937	174,169	1,298,904		346,033	79.0%
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	2,924	88,323			100.0%
TITLE III PART A LANG ACQUISITION 17/18	104,702	6,731	6,731		97,971	6.4%
TITLE IV PART A 17/18	298,029	1,387	1,387		296,642	0.5%
TITLE IV PART B 21ST CCLC LYNN ES 16/17	29,977	2,406	28,851		1,126	96.2%
TITLE IV PART B 21ST CCLC GRC 16/17	91,175	5,149	55,967		35,208	61.4%
TITLE IV PART B 21ST CCLC LYNN ES 17/18	95,660	5,918	52,900		42,760	55.3%
TITLE VI-B 16/17	1,136,439	4,209	1,135,811		628	99.9%
TITLE VI-B 17/18	14,460,172	1,337,524	9,841,572		4,618,600	68.1%
VA ELEARNING BACKPACK BAYSIDE 17/18	250,080	27,001	241,867		8,213	96.7%
VA ELEARNING BACKPACK GREEN RUN 17/18	210,720	24,278	201,940		8,780	95.8%
VA ELEARNING BACKPACK KEMPSVILLE 17/18	230,880	54,008	221,260		9,620	95.8%
VA ELEARNING BACKPACK BAYSIDE 14/15	21,780	21,780	21,780			100.0%
VA ELEARNING BACKPACK BAYSIDE 15/16	6,703	653	6,703			100.0%
VA ELEARNING BACKPACK BAYSIDE 16/17	45,042	5,799	45,042			100.0%
VA ELEARNING BACKPACK GREEN RUN 14/15	17,028	16,318	16,318		710	95.8%
VA ELEARNING BACKPACK GREEN RUN 15/16	540	518	518		22	95.9%
VA ELEARNING BACKPACK GREEN RUN 16/17	33,813	16,133	31,800		2,013	94.0%
VA ELEARNING BACKPACK KEMPSVILLE 14/15	16,276	15,597	15,597		679	95.8%
VA ELEARNING BACKPACK KEMPSVILLE 15/16	502	481	481		21	95.8%
VA ELEARNING BACKPACK KEMPSVILLE 16/17	8,975	1,686	5,086		3,889	56.7%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18	4,673,375	168,287	3,360,646		1,312,729	71.9%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 16/17	444,839	284,524	444,839			100.0%
VIRTUAL VIRGINIA 15/16	11,537				11,537	
VIRTUAL VIRGINIA 16/17	9,072				9,072	
VPI-PRESCHOOL EXPANSION GRANT 18/19	75,840				75,840	
VPI-PRESCHOOL EXPANSION GRANT 17/18	705,000	49,047	434,514	53,578	216,908	69.2%
WORKPLACE READINESS SKILLS FOR THE COMMONWEALTH EXAM 17/18	16,850	199	8,434	8,416		100.0%
TOTAL SCHOOL GRANTS FUND	<u>58,856,748</u>	<u>4,487,953</u>	<u>35,228,144</u>	<u>578,997</u>	<u>23,049,607</u>	<u>60.8%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 13

ASSETS:		LIABILITIES:	
CASH	52,906,248	WIRES PAYABLE	2,822,923
		UNEARNED REVENUE	5,241,522
		EST CLAIMS-JUDGMENTS PAYABLE	7,324,000
		TOTAL LIABILITIES	<u>15,388,445</u>
		FUND EQUITY:	
		RETAINED EARNINGS	25,770,199
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(110,857,368)
		REVENUES	<u>122,604,972</u>
		TOTAL FUND EQUITY	<u>37,517,803</u>
TOTAL ASSETS	<u>52,906,248</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>52,906,248</u>

	MONTH'S	YEAR-TO-DATE	
REVENUES:	REALIZED	REALIZED	
INTEREST ON BANK DEPOSITS	18,102	276,443	
EMPLOYEE PREMIUMS-CITY	1,126,231	11,673,603	
EMPLOYER PREMIUMS-CITY	3,773,311	39,242,505	
EMPLOYEE PREMIUMS-SCHOOLS	1,550,900	15,542,886	
EMPLOYER PREMIUMS-SCHOOLS	5,613,155	55,853,808	
COBRA ADMINISTRATIVE FEE-CITY	8,638	11,610	
COBRA ADMINISTRATIVE FEE-SCHOOLS	318	4,117	
TOTAL REVENUES	<u>12,090,655</u>	<u>122,604,972</u>	
	MONTH'S	YEAR-TO-DATE	OUTSTANDING
EXPENSES:	EXPENSES	EXPENSES	ENCUMBRANCES
SALARIES AND BENEFITS	44,018	406,220	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,385,430	46,401,412	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	6,347,529	64,049,736	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	<u>10,776,977</u>	<u>110,857,368</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 14

ASSETS:		LIABILITIES:	
CASH	32,572	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	8,254
		ESTIMATED REVENUE	(192,550)
		APPROPRIATIONS	229,702
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(135,257)
		REVENUES	122,423
		TOTAL FUND EQUITY	32,572
TOTAL ASSETS	32,572	TOTAL LIABILITIES AND FUND EQUITY	32,572

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS		6	77	77		34.6%
VENDING OPERATIONS RECEIPTS	192,550	30,721	122,346	(70,204)	63.5%	78.2%
TOTAL REVENUES	192,550	30,727	122,423	(70,127)	63.6%	78.2%
PRIOR YEAR FUND BALANCE (PYFB)	37,152					
TOTAL REVENUES AND PYFB	229,702					

	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		127		12,967	1.0%	
PURCHASED SERVICES	360				360		100.0%
TOTAL	229,702		135,257		94,445	58.9%	100.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 15

ASSETS:		LIABILITIES:	
CASH	401,907	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	217,244
		ESTIMATED REVENUE	
		APPROPRIATIONS	79,579
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	105,084
		TOTAL FUND EQUITY	401,907
TOTAL ASSETS	401,907	TOTAL LIABILITIES AND FUND EQUITY	401,907

REVENUES:	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		3,190	105,084	105,084	%
TOTAL REVENUES		3,190	105,084	105,084	
PRIOR YEAR FUND BALANCE (PYFB)	79,579				
TOTAL REVENUES AND PYFB	79,579				

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	79,579				79,579	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2017 THROUGH APRIL 30, 2018

B 16

ASSETS:		LIABILITIES:	
CASH	1,267,073	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	1,088,036
		ESTIMATED REVENUE	
		APPROPRIATIONS	170,193
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	8,844
		TOTAL FUND EQUITY	1,267,073
TOTAL ASSETS	1,267,073	TOTAL LIABILITIES AND FUND EQUITY	1,267,073

	FY 2018	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		447	8,844	8,844	%
TOTAL REVENUES		447	8,844	8,844	
PRIOR YEAR FUND BALANCE (PYFB)	170,193				
TOTAL REVENUES AND PYFB	170,193				

	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
CAPITAL OUTLAY	170,193				170,193	%
TOTAL	170,193				170,193	



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2017 THROUGH APRIL 30, 2018

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	FY 2018	MONTH'S	YEAR-TO-DATE	PROJECT-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
1001 RENOV/REPLACEMT-ENERGY MGMT	10,699,570			10,699,570			100.00%
1003 RENOV/REPLACEMT-ENERGY MGMT II	3,875,000	24,158	864,940	3,340,060	504,130	30,810	99.20%
1004 TENNIS COURT RENOVATIONS II	800,000	3,739	271,207	592,140	7,943	199,917	75.01%
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	3,739	42,699	61,399	515,123	373,478	60.69%
1035 JOHN B DEY ES MODERNIZATION	25,989,241	942,295	7,713,470	10,188,373	13,902,424	1,898,444	92.70%
1043 THOROUGHGOOD ES REPLACEMENT	22,888,759	82,314	1,086,439	1,517,508	722,320	20,648,931	9.79%
1056 PRINCESS ANNE MS REPLACEMENT	35,141,000	177,114	3,466,546	4,472,360	1,947,660	28,720,980	18.27%
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		86,703	86,703	211,901	1,396	99.53%
1099 RENOV& REPLACE-GROUNDS PHASE II	11,675,000	21,414	1,263,791	10,658,537	72,368	944,095	91.91%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000	64,719	416,928	416,928	1,413,760	269,312	87.18%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	102,999	6,451,441	42,361,920	1,827,856	1,177,948	97.40%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	123,379	1,400,639	29,133,010	679,246	5,213,383	85.12%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,273	18,844	996,178	13,744,968	191,108	1,097,197	92.70%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	10,000,000	18,694	4,993,733	9,029,331	672,934	297,735	97.02%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001		177,171	11,222,446	51,617	912,938	92.51%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	53,481	423,223	62,881,896	165,496	567,608	99.11%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		(247,375)	126,504	126,504		(126,504)	
TOTAL CAPITAL PROJECTS	388,933,657	1,389,514	29,811,041	303,068,701	23,058,861	62,806,095	83.85%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2017 THROUGH APRIL 30, 2018

B18

ASSETS:		LIABILITIES:	
CASH	1,346,743	SALARIES PAYABLE-OPTIONS	199,149
PREPAID ITEM	2,100	FICA PAYABLE-OPTIONS	<u>15,244</u>
		TOTAL LIABILITIES	<u>214,393</u>
		FUND EQUITY:	
		FUND BALANCE	5,146
		ESTIMATED REVENUE	(3,763,447)
		APPROPRIATIONS	3,763,447
		ENCUMBRANCES	6,992
		RESERVE FOR ENCUMBRANCES	(6,992)
		EXPENDITURES	(2,634,143)
		REVENUES	<u>3,763,447</u>
		TOTAL FUND EQUITY	<u>1,134,450</u>
TOTAL ASSETS	<u>1,348,843</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,348,843</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY17 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	<u>3,763,447</u>		<u>3,763,447</u>		100.0%	110.8%
TOTAL REVENUES	<u>3,763,447</u>		<u>3,763,447</u>		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	190,956	1,609,954		636,897	71.7%	80.1%
FRINGE BENEFITS	804,226	71,113	577,402		226,824	71.8%	80.0%
PURCHASED SERVICES	376,820	93,286	229,770	749	146,301	61.2%	74.5%
OTHER CHARGES	89,200	3,180	50,000		39,200	56.1%	64.9%
MATERIALS AND SUPPLIES	<u>246,350</u>	<u>4,138</u>	<u>167,017</u>	<u>6,243</u>	<u>73,090</u>	70.3%	76.9%
TOTAL	<u>3,763,447</u>	<u>362,673</u>	<u>2,634,143</u>	<u>6,992</u>	<u>1,122,312</u>	70.2%	79.0%