



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

Daniel D. Edwards, Vice Chair
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Victoria C. Manning
At-Large

Joel A. McDonald
District 3 – Rose Hall

Ashley K. McLeod
At-Large

Kimberly A. Melnyk
District 7 – Princess Anne

Trenace B. Riggs
District 1 – Centerville

Carolyn T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D.
Superintendent

School Board Regular Meeting Agenda

Tuesday, October 10, 2017

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

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

INFORMAL MEETING

1. ***Convene School Board Workshop (einstein.lab) 4:00 p.m.***
Workshop topics not completed at this time may be conducted under Item 18 as necessary
School Board Administrative Matters and Reports
 1. Bylaws Regarding Regular School Board Meeting Dates
 2. National School Boards Association (NSBA) Annual Conference
 - B. School Calendar SY19
 - C. Leave Regulations
 - D. Reversion Funds FY17
2. ***Closed Meeting: Real Property 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:*** Top 30 Technologists, Transformers and Trailblazers Award
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 3 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
9. ***Approval of Minutes:*** September 19, 2017 Regular Meeting

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Put Students First • Seek Growth • Be Open to Change • Do Great Work Together • Value Differences

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, October 10, 2017

School Administration Building #6, Municipal Center
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10. Adoption of the Agenda

11. Consent Agenda:

- A. Resolutions:
 - 1. Filipino American History Month
 - 2. Bullying Prevention Month
 - 3. Disability Awareness Month
- B. Religious Exemption(s)
- C. Entrepreneurship and Business Academy Evaluation Recommendations
- D. Policy Review Committee Recommendations
 - 1. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
 - 2. Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
 - 3. Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
 - 4. Policy 4-37 Insurance/Retirement Plan
 - 5. Policy 4-39 Employee Professional Development Reimbursement
 - 6. Policy 4-64 Licensed Personnel: Professional Growth
 - 7. Policy 4-70 Licensed Personnel: Salary Schedule
 - 8. Policy 4-84 Classified Personnel: Growth in Job Skills

12. Action

- A. Personnel Report / Administrative Appointments **UPDATED 10/11/2017**
- B. Budget Calendar for FY2018-19 **THIS ITEM MOVED TO INFORMATION.**

NO ACTION TAKEN AT THIS TIME

13. Information

- A. Appointment of a Member to the Gifted Community Advisory Committee
- B. 2017-18 State Accreditation: Status of Our Schools
- C. Title IV Grant
- D. Textbook Adoption:
 - 1. Tallwood High School Global Studies and World Languages Advanced Placement World History
 - 2. Ocean Lakes High School Math and Science Molecular Biology
- E. Landstown High School Cell Tower – New Lease



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, October 10, 2017

School Administration Building #6, Municipal Center
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P.O. Box 6038
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14. *Standing Committee Reports*

15. *Conclusion of Formal Meeting*

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

At this time, the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

17. *Recess into Workshop* (if needed)

18. *Closed Meeting* (as needed)

19. *Vote on Remaining Action Items*

20. *Adjournment*

***The next regular meeting of the School Board of the City of Virginia Beach is scheduled for
Tuesday, October 24, 2017***



Subject: Top 30 Technologists, Transformers & Trailblazers Award **Item Number:** 6

Section: Student, Employee and Public Awards and Recognition **Date:** October 10, 2017

Senior Staff: Ms. Eileen M. Cox, Chief Media & Communications Officer, Department of Media and Communications

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize Virginia Beach City Public Schools Chief Academic Officer Dr. Amy Cashwell who was named a 2017 Top 30 Technologists, Transformers & Trailblazers honoree, an award presented by the Center for Digital Education.

Background Summary:

Each year the Center for Digital Education, a national research and advisory institute specializing in K-12 and higher education technology trends, brings well-deserved recognition to the top 30 movers and shakers in the field of technology, according to the organization's website. This year, the school division's Chief Academic Officer Dr. Amy Cashwell was among the honorees for her leadership and transformational work to support the school division's digital learning goals, including establishing the school division's Digital Learning Anchor Schools initiative and leading organizational change to provide a school-based instructional support program as well as ongoing professional learning for instructional coaches.

Source:

VPCPS news release

Budget Impact:

None



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

Section: Approval of Minutes **Date:** October 10, 2017

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 from their September 19, 2017 regular School Board meeting as attached.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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Aaron C. Spence, Ed.D.

Superintendent

Regular School Board Meeting MINUTES

Tuesday, September 19, 2017

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 4:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Vice Chair Edwards and Ms. Manning who were absent from the meeting.
 - A. **School Board Administrative Matters and Reports:** Ms. Felton reported the reason for her absence at the September 6, 2017 regular School Board meeting was to attend a meeting of the Historical Preservation Committee which she serves on as a committee member, and commented on derogatory remarks made pertaining to her absence as it relates to action taken by the School Board on the Superintendent's contract. As a member of the Ad Hoc Compensation Committee, she explained the work of the committee to develop the proposal for deferred compensation and stated her support for the proposal as presented and approved.
 1. **Bylaw Regarding School Board Meeting Dates:** The School Board discussed amending their Bylaw to change regular School Board meeting dates from the 1st and 3rd Tuesday to the 2nd and 4th Tuesday to avoid conflict with City Council meeting dates. Following discussion regarding the impact on the budget development timeline, the conflict with graduations, and the lack in the volume of business transacted during summer months; there was consensus for the Policy Review Committee to consider a revision, and Superintendent Spence advised he would discuss the budget timeline further with the Chief Financial Officer and bring forth calendar scenarios that would address issues raised for the School Board to consider during their workshop on October 10. Discussion concluded at 4:13 p.m.



- B. Preliminary SAT 8/9 Results: Scott Dunn, Testing Specialist in the Department of Planning, Innovation, and Accountability, presented a report on student performance on preliminary PSAT 8/9 tests including background, models of skills tested in the area of reading, writing and language, and math, and summary of mean scores and college readiness with comparisons at the local, state and national levels. Discussion concluded at 4:38 p.m.
- C. Capital Improvement Program (CIP) Construction Project Update: Tony Arnold, Executive Director of Facilities Services, presented an update on modernization and replacement projects valued at \$198 million for Old Donation School, John B. Dey Elementary School, Thoroughgood Elementary School, and Princess Anne Middle School. Also presented was an overview of summer infrastructure projects for twenty-seven schools valued at \$26.5 million; and strategic projects valued at \$2.4 million for 21st century learning environment improvements and comprehensive long range facility master plan update. He explained the progress on the 2007 Long Range Facilities Master Plan and timeline to include community engagement in updating the Plan. Discussion concluded at 5:16 p.m.
- D. Forecast of Agenda Items FY18 2nd Quarter – October, November, December: The School Board reviewed the Administration's forecast of agenda topics to be presented in the FY18 second quarter – October, November, December 2017. In addition to noting adjustments, Superintendent Spence advised of additions to the October 10 workshop for the School Board to discuss changes in their Bylaws regulating their regular meeting schedule, leave regulations, and the disposition of real property to be discussed in a closed meeting in accordance with the Freedom of Information Act (FOIA). Also discussed was the schedule for budget public hearings where it was later clarified the first public hearing scheduled in February is for the public to provide input within the development phase of the Superintendent's Estimate of Needs. There being no further suggestions for the forecast, discussion concluded at 5:24 p.m.

The workshop concluded at 5:24 p.m.

2. **Closed Meeting**: None
3. **School Board Recess**: The School Board recessed at 5:24 p.m. to reconvene in the School Board Room at 6:00 p.m. for the formal meeting.

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 with the exception of Vice Chair Edwards and Ms. Manning. Chairwoman Anderson announced Vice Chair Edwards was out of town, and Ms. Manning was absent due to a serious family matter.
5. **Moment of Silence followed by the Pledge of Allegiance**



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6. ***Student, Employee and Public Awards and Recognition:*** 2017 Virginia Index of Performance Awards: The School Board recognized Virginia Beach City Public Schools and 23 division schools that were named 2017 Virginia Index of Performance (VIP) award winners presented annually by the Governor and the state Board of Education (BOE) to schools and school divisions that exceed state and federal accountability standards and achieve excellence in goals. It was noted the 24 awards received is nearly double the number the division received in 2016.
7. ***Superintendent's Report:*** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*¹, Superintendent Spence's report focused on the partnership with Naval Air Station (NAS) Oceana in promoting the STEM (Science, Technology, Engineering and Math) program during the NAS Oceana Air Show where every fifth-grader was invited to take part in a hands-on learning opportunity in support of a pathway that helps them be career, military or college ready. Eighty-seven military units and commands were reported as being active partners in education with the division with the air show field trip being the largest partnership event.
8. ***Hearing of Citizens and Delegations on Agenda Items:*** The School Board heard comments from Ainsley Proctor on behalf of the Hampton Roads Chapter of Decoding Dyslexia Virginia in support of the Dyslexia Awareness Month resolution being presented for School Board approval as part of the Consent Agenda.
9. ***Approval of Minutes:*** September 6, 2017 Regular Meeting: Ms. Riggs made a motion, seconded by Ms. Melnyk, that the School Board approve the minutes of their September 6, 2017 regular meeting as presented. The motion passed (ayes 7, nays 0; 2 abstentions – Felton and Weems who were not present at the September 6 meeting)
10. ***Adoption of the Agenda:*** There being no proposed changes to the published agenda, Mr. McDonald made a motion, seconded by Ms. Melnyk, that the School Board adopt the agenda as presented. The motion passed (ayes 9, nays 0).
11. ***Consent Agenda:*** After Chairwoman Anderson's review of the only item presented as part of the Consent Agenda, Ms. Rye made a motion, seconded by Ms. Riggs, that the School Board approve the Consent Agenda as presented consisting of only one item. The motion passed (ayes 9, nays 0), and the resolution recognizing Dyslexia Awareness Month was approved as follows:

**Resolution for Dyslexia Awareness Month
October 2017**

WHEREAS, dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

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



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School Administration Building# 6, Municipal Center
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WHEREAS, the onset and severity of dyslexia varies for each individual; and

WHEREAS, it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

WHEREAS, it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

WHEREAS, Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

WHEREAS, the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month, and be it

FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities be ongoing in Virginia Beach City Public Schools, and be it

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

12. Action

- A. Personnel Report / Administrative Appointments: Ms. Riggs made a motion, seconded by Ms. Holtz, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated September 19, 2017 inclusive of one administrative appointment as recommended by the Superintendent. The motion passed (ayes 9, nays 0), and Superintendent Spence introduced John R. Ogden, III, current Programmer/Analyst in the Department of Technology, as the new Human Resources Specialist in the Department of Human Resources effective September 20, 2017.
- B. Budget Transfers:
1. Budget Transfers Requiring Only School Board Approval:
 2. Resolution Regarding Transfer of Funds from the Operating Budget to the Capital Improvement Program (CIP):
Farrell E. Hanzaker, Chief Financial Officer, presented budget transfers recommended for the non-dedicated portion of funds in year one from the full-day kindergarten and pre-kindergarten expansion to be utilized in support of non-recurring priority needs identified in the spending plan as proposed by the Administration July 18, 2017. Joel McDonald made a motion, seconded by Kim Melnyk, that the School Board approve 1) budget transfers as outlined in the Transfer of Appropriations dated September 19, 2017 in the amount of \$3.75



million within the FY2017/18 Operating Budget that was appropriated by the City Council to the School Board in a lump sum appropriation and, as such, approval of these budget transfers by the City Council is not required for the purchase of replacement school buses, white fleet replacement vehicles, interactive white board replacement, the technology initiative to provide access for all students and copier/multifunction device replacement; and 2) a budget resolution requesting City Council approve the transfer of funds from the FY2017/18 Operating Budget to the Schools' PAYGO for Capital Improvement Plan (CIP) projects in the amount of \$900,000 with \$750,000 to be transferred to Project 1-099, Renovations and Replacements – Grounds Phase II, and \$150,000 transferred for Project 1-105, Renovations and Replacements – Various Phase II. The motion passed (ayes 9, nays 0) and the Transfer of Appropriations dated September 19, 2017 in the amount of \$3.75 million approved as presented along with the resolution requesting a transfer from FY2017/18 Operating Budget Funds to the Capital Improvement Program (CIP) as follows:

**Budget Resolution – FY 2017/18 Operating Budget Funds Transfer to
Capital Improvement Program (CIP)**

WHEREAS, On July 18, 2017, the School Board was presented with an overview of the non-dedicated portion of funds in year one from the full-day kindergarten and pre-kindergarten expansion; and

WHEREAS, the School Board supported the priority needs spending plan as proposed by the Administration; and

WHEREAS, as a part of the spending plan, the estimated FY 2017/18 Operating Budget funds available for transfer to the Schools' PAYGO for the CIP is \$900,000; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$900,000:

- \$750,000 transferred for Project 1-099, Renovations and Replacements – Grounds Phase II, and
- \$150,000 transferred for Project 1-105, Renovations and Replacements – Various Phase II

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the transfer of funds from the FY 2017/18 Operating Budget to the Schools' PAYGO for CIP projects as shown above in the amount of \$900,000; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the transfer of funds from the FY 2017/18 Operating Budget to the Schools' PAYGO for CIP projects as shown above; and be it

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



- C. School Counseling Program (K-12) Evaluation Recommendations: Ms. Rye made a motion, seconded by Ms. McLeod, that the School Board approve administration's four recommendations that resulted from the Department of Planning, Innovation and Accountability's comprehensive evaluation conducted on the School Counseling Program (K-12) with a focus on the operation of the program as it relates to supporting students academically including school counselor responsibilities and activities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students' academic preparation; and stakeholders' perceptions. The motion passed (ayes 9, nays 0) and recommendations were approved as follows:

- Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4 (*Responsible Groups: Department of Teaching and Learning*)
- Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-19 at the high school level to ensure students' needs can be met (*Responsible groups: Department of Teaching and Learning, and Department of Budget and Finance*)
- Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals (*Responsible Groups: Department of Teaching and Learning*)
- Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. (*Responsible Groups: Department of Teaching and Learning, and Department of Media and Communications*)

- D. Family Life Education Curriculum: Ms. McLeod made a motion, seconded by Ms. Holtz, that the School Board approve the new Family Life Education (FLE) curriculum to continue to be taught in grades 2, 5, 6, 7, 9 and 10 aligned with Standards of Learning (SOL) updated by the Virginia Department of Education (VDOE) in 2016 with a focus on depth rather than breadth in covering sensitive topics, but also provide the choice for parents/guardians to opt their child out of some or all of the FLE lessons. The motion passed (ayes 9, nays 0).

13. Information

- A. Entrepreneurship and Business Academy Evaluation: Stephen C. Court, Program Evaluation Specialist in the Department of Planning, Innovation, and Accountability, presented key findings and recommendation from the year one implementation evaluation of the Entrepreneurship and Business Academy (EBA) at Kempsville High School. The evaluation resulted in one recommendation that the EBA continue without modifications because the academy's operation was found to largely correspond with



- what had been set forth in the proposal approved by the School Board. William W. Harris, Principal of Kempsville High School, shared Administration's concurrence with the recommendation to continue the program with no modifications proposed.
- B. Budget Calendar for FY2018-19: Farrell E. Hanzaker, Chief Financial Officer, presented the proposed calendar containing specific dates and timeframes for key components and activities of the development process for the division's FY2018/19 School Operating Budget, and FY2018/19 through FY2023/24 Capital Improvement Program (CIP).
- C. Interim Financial Statements – June 2017 (unaudited), July and August 2017: Crystal M. Pate, Director of Business Services, presented highlights of unaudited financial statements for fiscal year end June 30, 2017 explaining the basis for unfavorable trends in revenues resulting in an approximate \$3.8 million shortfall. Expenditures were reported as favorable in all categories with a remaining unspent and unencumbered balance for the fiscal year at \$21.1 million. As a result, she reported the reversion amount for the fiscal year ending June 30, 2017 was projected to be \$17.1 million noting recommended uses for these funds will be presented for the School Board to consider at a later date. She noted July and August interim financial statements were abbreviated because there are no salaries and benefits for ten-month employees, and encumbrances from the prior year had not been brought forward, and, therefore, not as meaningful or comparable as September financial statements will be when presented.
- 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 at their August 17, 2017 meeting.
1. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
 2. Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
 3. Policy 4-6 Equal Employment Opportunity Plan recommended for repeal because language was incorporated in Policy 4-4 Equal Employment Opportunity, Non-discrimination, and Compliance Officers.
 4. Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
 5. Policy 4-37 Insurance/Retirement Plan
 6. Policy 4-39 Employee Professional Development Reimbursement
 7. Policy 4-64 Licensed Personnel: Professional Growth
 8. Policy 4-65 School Meetings and Conferences: After review of the proposed modification, there was consensus to return this policy to the Policy Review Committee for them to consider including a notification timeline clause.



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9. Policy 4-70 Licensed Personnel: Salary Schedule
10. Policy 4-84 Classified Personnel: Growth in Job Skills
14. **Standing Committee Reports:** As Chair of the School Board's Legislative Committee, Mr. McDonald reported on the process of drafting the legislative agenda for the 2018 General Assembly Session to include a focus on teacher recruitment and retention to address teacher shortages in the Commonwealth, and thanked School Board members for their input. Other events reported included an upcoming legislative breakfast the committee is co-hosting with the Superintendent to include a school tour, and the month of November being designated "Take Your Legislator to School" month where the delegation is invited to visit schools and observe what the division is doing. He also advised of opportunities for School Board members to meet with legislators individually in December to discuss the School Board's legislative agenda prior to the General Assembly Session, and noted the typical lobbying trip to visit the delegation in Richmond will not be scheduled at this time due to General Assembly offices undergoing renovations. However, he stressed the Committee will continue to communicate with the delegation during the Session.
15. **Conclusion of Formal Meeting:** The formal meeting concluded at 7:03 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from First Colonial High School student, Allison McSweeney, regarding concerns with a survey distributed at the school; and Latasha Holloway regarding concerns about treatment of her children.
17. **Recess into Workshop:** None at this time. See Item 1
18. **Closed Meeting:** None
19. **Vote on Remaining Action Items:** None
20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:07 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Resolution: Filipino American History Month

Item Number: 11A1

Section: Consent

Date: October 10, 2017

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

Prepared by: LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Presenter(s): LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Recommendation:

That the School Board approve a resolution recognizing Filipino American History Month.

Background Summary:

In November 2009, the United States House of Representatives and the United States Senate passed laws, House Resolution 780 and Senate Resolution 298, respectively, officially recognizing the month of October as Filipino American History Month.

To honor Filipino Americans, Fred Cordova and his wife Dorothy founded the Filipino American National Historical society in 1982 to document and promote Filipino American history through its archives, conferences, books, programs, films and art. In 1991 the FANHS introduced October as Filipino American History Month. Today there are more than 30 chapters in the United States.

The society found it fitting that the month of October be chosen for the celebration. October 18, 1587 is the date of the first recorded presence of Filipinos in the Continental United States. According to historical documents, some “Luzones Indios” came ashore from a Spanish galleon at what is now Morrow Bay, California

The recognition of diversity promotes unity in our school division as well as supports the School Board’s strategic plan. In our desire to encourage unity in the Virginia Beach City Public Schools, we hereby recognize this important event which will take place the month of October 2017.

Sources:

Public Law 10-343; About Filipino American History website

Budget Impact:

None

RESOLUTION FOR FILIPINO AMERICAN HISTORY MONTH

October 2017

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

WHEREAS, Filipino Americans are an integral part of that diversity; and

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

WHEREAS, through the study of these contributions, all students may find role models whose participation, commitment and achievement embodies the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach recognizes 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 October 2017, as Filipino American History 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 Filipino American History Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 10th day of October 2017.

SEAL

Attest

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Dianne P. Alexander, Clerk of the Board



Subject: Resolution: Bullying Prevention Month, October 2017 **Item Number:** 11A2

Section: Consent **Date:** October 10, 2017

Senior Staff: Dr. Amy Cashwell, Chief Academic Officer, Department of Teaching and Learning

Prepared by: Dr. Alveta Green, Executive Director, Office of Student Support Services

Presenter(s): Dr. Alveta Green, Executive Director, Office of Student Support Services

Recommendation:

That the School Board of the City of Virginia Beach proclaim October 2017 as Bullying Prevention Month.

Background Summary:

In an effort to promote awareness of school bullying, the Virginia School Board Association (VSBA) Board of Directors has designated the month of October as the VSBA Bullying Prevention Month.

The consequences of bullying are far reaching, ranging from lower attendance and student achievement to increased incidents of violence and juvenile crime. Children who bully are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem and depression, well into adulthood.

Clearly, understanding-and taking seriously-the dynamics of bullying behavior among school-aged children is essential to building safe and effective schools. School Board members, superintendents, teachers and parents can play a critical role in creating a climate where bullying is not tolerated. It has been proven when adults and children stand together, bullying ends.

Source:

Virginia School Board Association

Budget Impact:

N/A

Resolution for Bullying Prevention Month October 2017

WHEREAS, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and may happen on and off school grounds; and

WHEREAS, it is important for Virginia Beach parents, students, teachers and school administrators to be aware of bullying and to encourage discussion of the problem as a school community; and

WHEREAS, the School Board of the City of Virginia Beach has a strategic focus on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors; and

WHEREAS, Virginia Beach City Public Schools, through sustained and dedicated efforts, has implemented programs for all employees and students that recognize a deep commitment at all levels to raise awareness of bullying and its prevention.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month October 2017, as Bullying Prevention Month in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

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

Adopted by the School Board of the City of Virginia Beach this 10th day of October, 2017

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Resolution: Disability History and Awareness Month **Item Number:** 11A3

Section: Consent **Date:** October 10, 2017

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

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

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

Recommendation:

That the School Board approve a resolution recognizing October as Disability History and Awareness Month.

Background Summary:

The Virginia General Assembly Proclamation in October 2009 recognized October as Disability History and Awareness Month. October was declared to be the month in which efforts were to be made to increase awareness and respect for persons with disabilities and to inform the public concerning their many contributions to society and emphasize the abilities and rights of persons with disabilities rather than their exceptionalities. In VBCPS, school administrators have been informed of activities to consider as part of morning announcements, language arts activities, and other projects to develop an awareness of this proclamation for October.

Source:

*The Virginia General Assembly Proclamation in 2009 for October
Senate Joint Resolution 321*

Budget Impact:

N/A

Disability History and Awareness Month, October 2017

WHEREAS, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

WHEREAS, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

WHEREAS, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

WHEREAS, the Virginia Department of Education's 2014 Child Count reported the Virginia public school divisions served 162,960 students with disabilities under the Individuals with Disabilities Education Act and Virginia Beach City Public Schools served 8,004 students with disabilities under the Individuals with Disabilities Education Act; and

WHEREAS, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated in general education environments; and

WHEREAS, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2017 as Disability History and Awareness Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during Disability History and Awareness Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 10th day of October 2017

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Religious Exemptions **Item Number:** 11B

Section: Consent Agenda **Date:** October 10, 2017

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-17-14, RE, 17-15, RE-17-16, RE-17-17, and RE-17-18.

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



Kempsville High School Entrepreneurship and Business Academy:

Subject: Year-One Implementation Evaluation **Item Number:** 11C

Section: Consent **Date:** October 10, 2017

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Information Officer
Department of Planning, Innovation, and Accountability

Prepared by: Mr. Stephen C. Court, Program Evaluation Specialist
Dr. Heidi L. Janicki, Director of Research and Evaluation
Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Presenter(s): Dr. Donald E. Robertson, Jr. and Mr. Stephen C. Court

Recommendation:

That the School Board approve the administration's recommendation that was proposed in response to the Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation.

Background Summary:

On October 6, 2015, the School Board approved the proposal for an Entrepreneurship and Business Academy to be implemented at Kempsville High School beginning in September 2016. As stipulated by School Board Policy 6-26 and Regulation 6-24.2, a year-one evaluation will be presented to the School Board, which examines the implementation of the academy and progress made toward meeting the academy goals and objectives. In addition, the recommendation for the program is provided as stipulated by School Board Regulation 6-24.2.

Source:

School Board Minutes October 6, 2015
School Board Policy 6-26
School Board Regulation 6-24.2

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY

Kempsville High School Entrepreneurship and Business Academy Recommendation

The table below indicates the proposed recommendation resulting from the **Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendation as proposed.

| School Board Meeting Date | Evaluation | Recommendation From the Fall 2017 Program Evaluation | Administration's Recommendation |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <u>Information</u> September 19, 2017 <u>Consent</u> October 10, 2017 | Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation | Recommendation #1: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications. (<i>Responsible Groups: Department of Teaching and Learning, Kempsville High School</i>) | The administration concurs with the recommendation from the program evaluation. |



Subject: Policy Review Committee Recommendations **Item Number:** 11D1-8

Section: Consent **Date:** October 10, 2017

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): Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve Policy Review Committee recommendations regarding review, amendment and/repeal of certain policies as determined by the committee at their August 17, 2017 meeting; and reexamined September 21, 2017 to consider comments made by School Board members when recommendations were introduced as Information at the September 19, 2017 regular School Board meeting.

Background Summary:

The following policies have been approved as to legal sufficiency by School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney.

- 1) Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
- 2) Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
- 3) Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
- 4) Policy 4-37 Insurance/Retirement Plan
- 5) Policy 4-39 Employee Professional Development Reimbursement
- 6) Policy 4-64 Licensed Personnel: Professional Growth
- 7) Policy 4-70 Licensed Personnel: Salary Schedule
- 8) Policy 4-84 Classified Personnel: Growth in Job Skills

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of August 17, 2017 and September 21, 2017

Budget Impact:

None

PERSONNEL

Equal Employment Opportunity, Non-discrimination, and Compliance Officers

A. Purpose

The School Board is committed to maintaining an environment that is free from discrimination and harassment based on race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status. Employees are expected to conduct themselves in a manner built on mutual respect, to understand and appreciate differences, and to treat all persons fairly and with respect and courtesy. The School Board directs the Superintendent to take prompt and appropriate action to investigate and resolve all complaints made under this Policy and to publish and provide training regarding this Policy and any supporting regulations.

B. Equal Employment Opportunity

The School Board is an equal opportunity employer and is committed to hiring and retaining qualified individuals. Accordingly, all recruiting, hiring and promoting for all job classifications, rates of pay or other forms of compensation, all employment actions or conditions of employment are made without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status~~race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, marital status, veteran status, and genetic information~~ or any other basis protected by applicable federal, state or local law or regulation except where such categories are bona fide occupational qualifications. The Superintendent will be responsible for developing a plan that implements the intent of the School Board.

C. Employee Compliance

School Board employees will comply with this Policy and with any regulations promulgated by the Superintendent to ensure that this Policy of non-discrimination and ~~anti~~non-harassment is implemented. The Superintendent is directed to take appropriate actions with regard to any employee who fails to comply with this Policy and supporting regulations including discipline up to and including dismissal from employment.

D. Compliance Officers

Any employee or applicant for employment who experiences or perceives discrimination and/or harassment under this Policy should report the complaint to the below listed designated contacts who handle compliance with this Policy.

1. **Title VI of the Civil Rights Act (race) and Title IX of the Education Amendments of 1972 (sex discrimination) regulations for personnel** employment policies and practices – Chief Human Resources Officer, 2512

George Mason Drive, Building 6 Room 122, Municipal Center, Virginia Beach, Virginia 23456, telephone (757) 263-1133, facsimile (757) 263-1081.

2. **Title VI of the Civil Rights Act (race) and Title IX of the Education Amendments of 1972 (sex discrimination) regulations for student programs** – Director of the Office of Student Leadership, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia 23451, telephone (757) 263-2020, facsimile (757) 263-2022.
3. **Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1974-(disability discrimination) for personnel** – Chief Human Resources Officer, 2512 George Mason Drive, Building 6 Room 122, Municipal Center, Virginia Beach, Virginia 23456, telephone (757) 263-1133, facsimile (757) 263-1081.
4. **Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Act (disability discrimination) for students** – Director of Guidance Services and Student Records, Plaza Annex, 641 Carriage Hill Road, Virginia Beach, Virginia 23452, (757) 263-1980, facsimile (757) 493-5437 or Director of the Office of Programs for Exceptional Children, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia 23451, telephone (757) 263-2400, facsimile (757) 263-2067.

Complaints may also be filed directly with the United States Department of Education Office for Civil Rights at the address below:

United States Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Legal Reference:

Americans with Disabilities Act of 1990, 42 U.S.C. §12101, *et seq.*, as amended.

Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-88, as amended.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, 34 C.F.R. Section 104.7 (a) and (b), as amended.

Virginia Human Rights Act, Virginia Code § 2.7-3900, as amended.

Pregnancy Discrimination Act of 1978, P.L. 95-555, 92 Stat: 2076, as amended.

Equal Pay Act of 1963, 29 U.S.C. §201, *et seq.*, as amended.

Civil Rights Act of 1964 (Title VII), P.L. 88-352, as amended.

Age Discrimination in Employment Act of 1976, P.L. 90-202, U.S.C. §621, *et seq.*, as amended.

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

Amended by School Board: June 8, 2004

Amended by School Board: November 19, 2013

Amended by School Board: August 18, 2015

Amended by School Board: November 15, 2016

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

PERSONNEL

Criminal Charge Filed Against Employee: Notification of Superintendent and School Board

A. Employee Notification to Superintendent/Designee

When any School Board employee, whether full-time or part-time, permanent, or temporary, has been charged by summons, warrant, indictment or information with the commission of a ny felony or a misdemeanor involving: i) sexual assault as defined in § 18.2-61 et seq. of the Code of Virginia; ii) obscenity and related offenses as defined in § 18.2-372 et seq. of the Code of Virginia; iii) drug-related offenses including but not limited to possession of marijuana or of drug paraphernalia or as defined in § 18.2-247 et seq. of the Code of Virginia; iv) moral turpitude; v) the physical or sexual abuse or neglect of a child; public drunkenness; driving under the influence of alcohol or drugs; reckless driving; disturbing the peace; or an equivalent offense in another state; or is the subject of a Department of Social Services (Child Protective Services or equivalent organization) investigation into an allegation of child abuse or neglect or a Department of Social Services (Child Protective Services or equivalent organization) founded disposition of child abuse or neglect, that employee shall notify the Superintendent/Designee of the charge.

The notification to the Superintendent/Designee shall be in writing and shall be accompanied by the name and address of the complainant, date of the alleged offense and a copy of the summons, warrant, indictment, information or other document served upon the employee notifying the employee of the charge. The written notification to the Superintendent/designee from the employee shall be delivered to the Superintendent/Designee as soon as practical, and in no event later than the first working day following the service of the summons, warrant, indictment or information upon the employee.

Failure of the employee to give the Superintendent/Designee written notice, as set forth above, may be cause for discipline up to and including dismissal.

B. Superintendent Notification to School Board and Commonwealth's Attorney

The Superintendent/designee shall inform the School Board and the Commonwealth's Attorney in writing of any notification of the felony arrest of a School Board employee which is provided by the employee pursuant to Section A of this Policy or which is provided to the Superintendent by a state official or agency or a local law-enforcement agency pursuant to § 19.2-83.1 of the Code of Virginia, as amended.

C. Federal Bureau of Investigation Background Check

The Superintendent/designee ~~School Board~~ shall may require any employee identified pursuant to this Policy (other than those charged with public drunkenness, driving under the influence of alcohol, reckless driving, disturbing the peace, or those being investigated for child abuse or neglect or the subject of a founded disposition of child abuse or neglect) or pursuant to § 19.2-83.1 of the Code of Virginia, as

amended to submit to a Federal Bureau of Investigation (FBI) background investigation.

The Superintendent shall develop a procedure to ensure that all employees identified pursuant to this Policy undergo an FBI background investigation as required by § 22.1-296.2(B) of the Code of Virginia.

D. Assistance of Local Authorities

The Superintendent shall request that the Virginia Beach Police Department, the Virginia Beach City Attorney and the Virginia Beach Commonwealth's Attorney, and the Department of Social Services notify the Chief Human Resources Officer upon the conviction of an employee for any felony or misdemeanor offense ~~enumerated in Section A of this Policy~~ or upon an employee becoming the subject of a Department of Social Services founded disposition of child abuse or neglect.

Editor's Note:

See School Board [Policy 4-90](#) background checks for substitutes;
School Board [Policy 2-48](#) background checks for administrators;
School Board [Policy 4-56](#) background checks for licensed personnel; and
School Board [Policy 4-75](#) background checks for classified personnel.

Legal Reference:

Code of Virginia § 19.2-83.1, as amended. Report of arrest of school employees and adult students for certain offenses.

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

Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.


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

For access to criminal records see Code of Virginia §§ 19.2-388, 19.2-389 and 19.2-389.1, as amended.

Adopted by School Board: October 15, 1996
Amended by School Board: March 17, 1998
Amended by School Board: February 15, 2000
Scrivener's Amendments: March 6, 2015

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY


10/4/2017

PERSONNEL

Payroll Deductions/Tax Sheltered ~~Accounts~~ Annuities/Deferred Compensation Plan

A. Payroll Deductions

No deductions shall be made from the salary of any employee except for such purposes as required by law or specifically approved by the ~~s~~School ~~b~~B~~o~~ard. Deductions other than those required by law shall be made only on the approval of the ~~s~~School ~~b~~B~~o~~ard and at the written request~~s~~ of the individual desiring such deduction(s). No such approval for any deductions shall be granted which does not offer advantages or opportunities which are open and available to all employees.

B. Tax Sheltered ~~Annuity~~ **Accounts** (TSA) Program

The ~~s~~School ~~b~~B~~o~~ard, through employee authorized payroll deductions, shall provide opportunities for eligible employees to participate in tax-sheltered accounts (also referred to as 403(b) plans) ~~annuity contracts~~ offered by commercial vendors.

C. Deferred Compensation Plan

The School Board provides a Deferred Compensation Plan ("Plan") for the benefit of its employees pursuant to section 457 of the Internal Revenue Code ("~~Plan~~").

The School Board intends that the employee compensation deferred and invested, pursuant to the Plan, shall not be subject to federal and state income tax until such compensation is lawfully withdrawn. To that end, the Deferred Compensation Plan Administrator designated by the School Board as the Director ~~Coordinator~~ of Benefits, shall periodically consult with financial and legal professionals to ensure that the Plan and its administration complies with all applicable laws and regulations.

Each employee will make independent decisions regarding participation in the Plan and investment choices. The School Board's decision to offer the Plan and this P~~p~~olicy in no way constitutes an endorsement or recommendation of participation in, or of any investment offered as part of, the Plan.

1. General Provisions

1. Pursuant to §51.1-603 of the Code of Virginia, as amended, the Deferred Compensation Plan shall be administered by an officer, who shall be known as the Deferred Compensation Plan Administrator.
2. The Director ~~Coordinator~~ of Benefits for the School Board shall serve as the Deferred Compensation Plan Administrator and assume all related responsibilities.
3. The Deferred Compensation Plan Administrator shall have, pursuant to §51.1-603 of the Code of Virginia, as amended, the authority to do all things necessary to supervise, administer and implement the Deferred Compensation Plan, including the power to contract with private corporations or institutions for services in connection therewith including but not limited to investment and options, record keeping and quarterly statements.

2. Administration

1. The deferral of compensation shall be accomplished by payroll deductions.
2. The Deferred Compensation Plan Administrator shall have the authority to establish *ad hoc* advisory committees to provide him or her with guidance in the administration of the Deferred Compensation Plan.

3. The Deferred Compensation Plan Administrator shall, to the extent compatible with state law, follow all School Board policies and regulations while administering the Deferred Compensation Plan, including, but not limited to, the policies for contract review and hiring of outside legal counsel.
4. The Deferred Compensation Plan Administrator shall provide ,if requested, an annual report to the School Board as to the status of the Deferred Compensation Plan, including participation levels, current investment offerings, and expenditures.
5. Any company or institution hired to administer the Deferred Compensation Plan shall, as a condition of any contract, offer information about the Deferred Compensation Plan, and the investment options thereunder, to all eligible School Board employees.

Editor's Note

For garnishments see division Regulation 4-36.2.

~~For tax sheltered annuities see school division regulation 4-36.3.~~

~~See also Virginia Department of Education, "Guidelines for the Establishment and Implementation of a Tax Sheltered Annuity Program" (3 October 1990).~~

For general contract execution policy see school division Policy 3-89.

For employment of outside legal counsel see division Policy 2-59.

See School Board Resolution adopted April 6, 2004 "A Resolution Providing for an Administrator of the School Board's Deferred Compensation Plan."

Legal Reference:

~~Section 403 (b), Title 26.~~ Internal Revenue Code, 26 U.S.C. §403(b), as amended. Taxation of Employee Annuities.

Internal Revenue Code, 26 U.S.C. §457, as amended.

~~Employee Retirement Security Act of 1974 (ERISA).~~

Code of Virginia §51.1-603, as amended. Local ~~D~~deferred ~~c~~Compensation ~~p~~Plan

~~Internal Revenue Code §457.~~

Adopted by School Board: October 20, 1987

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

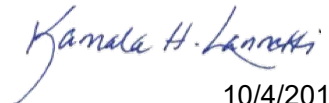
Amended by School Board: December 21, 1999

Amended by School Board: April 1, 2003

Amended by School Board: April 6, 2004

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY



10/4/2017

PERSONNEL

Insurance/Retirement Plan

The School Board designates the Superintendent or ~~his/her~~ designee to procure, administer, and make all final decisions pertaining to any insurance and retirement plans.

A. Insurance

1. Workers' Compensation

Injuries to employees from accidents in the line of duty are compensable under the State Workers' Compensation Act. Refer to **School Board Regulation 4-37.1** for Workers' Compensation.

The Superintendent shall develop regulations for the required reports to protect the employee's rights as well as those of the School Board.

2. Heath Coverage ~~Medical and Hospitalization Insurance~~

The School Board shall pay a fixed amount, to be determined annually, of the ~~cost base premium~~ of the health ~~plan~~ insurance for all full-time employees and certain ~~part-time and~~ temporary employees as defined in School Board Policy 4-1. ~~Regular part-time employees as defined in School Board Policy 4-1 shall be eligible for a prorated amount based upon full-time equivalency.~~

Employees desiring to participate in the School Board approved health ~~plan~~ insurance program will pay their share of the total premium through payroll deduction.

Employees on non-Family Medical Leave Act (FMLA) authorized leaves of absence without pay (other than ~~Long Term Illness or~~ Military Leave) may continue to participate in the group health insurance plan by paying the entire monthly premium (employer and employee portion), in advance, each month. If premium payments are not received for a period of three (3) months, the employee will be removed from the plan, retroactively to the last month of payment, and will be eligible to re-enter the plan upon return to active status. Refer to ~~School Board Regulation 4-53.4 for Long Term Illness and~~ School Board Regulation 4-49.1 for Military Leave coverage.

3. Dental Coverage

The School Board will offer at least one dental plan each year.

4. Group Life Insurance

The School Board provides a group life insurance program through the Virginia Retirement System for all full-time employees. The School Board shall pay the total premium to be determined annually by the Virginia Retirement System.

5. Liability Insurance

The School Board carries a blanket general and legal liability policy for all employees. Premiums are paid by the School Board.

B. Retirement Plan

Membership in the Virginia Retirement System is mandatory for all full-time employees except those participating under the Superintendent's Optional Retirement Plan described in Policy 2-11. ~~Employee contributions of 5% of creditable pay are paid by the School Board.~~

Legal References:

Code of Virginia, § 2.2-~~2~~104, as amended, Health insurance program for employees of local governments, local officers, teachers; etc.; definitions.

Code of Virginia, § 2.2-1207, as amended, Long-term care insurance program for employees of local governments, local officers, and teachers.

Code of Virginia, § 51.1-502, as amended, Eligible employees and officers.

Code of Virginia, § 51.1-126.~~65~~, as amended, Certain Employees of Public School divisions.

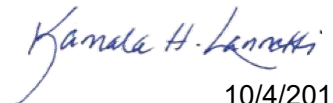
Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 6, 1998

Amended by School Board: June 20, 2006

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY


10/4/2017

PERSONNEL

Employee Professional Development & Growth in Job Skills Reimbursement

The School Board encourages employees to participate in activities that will expand the employee's knowledge and will increase professional competency as well as continuing growth in skills, techniques, and human relations. To the extent that the budget allows, the School Board shall provide opportunities for employees to participate in activities outside the School Division and shall offer in-service training programs within the School Division.

The Superintendent may approve programs and activities, to the extent that the School Board has budgeted funds.

A. Teacher Orientation

1. Each school's administration shall develop a program for the orientation of new teachers. In planning the program provisions will be made for current staff involvement.
2. The Department of Planning, Innovation, and Accountability shall develop division-wide programs for the orientation of new teachers.

B. Release Time

Administrators shall adjust employee schedules to permit attendance at professional workshops and on-the-job- training programs when such attendance does not disrupt the educational needs of the school or department. Administrators have discretion to determine adjustments and approval of attendance at such events.

C. Tuition Reimbursement

Benefits-Eligible employees may qualify for employee professional development reimbursement for college course tuition and/or vocational/technical or professional development course tuition/registration in an amount to approved by the School Board annually as part of the annual budget. be determined annually by the Superintendent during the annual budget development process.

The amount to be reimbursed must be within the funds appropriated annually to the School Board and within the budget.

Editor's Notes

See Regulation 4-39.1: Employee Professional Development Reimbursement

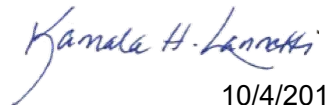
Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: August 6, 2002

Amended by School Board: October 2, 2012

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY


10/4/2017

PERSONNEL

Licensed Personnel: Professional Growth

~~The school board encourages licensed employees to participate in activities that will expand the employee's knowledge and will increase professional competency. To the extent that the budget allows, the board shall provide opportunities for employees to participate in activities outside the school division and shall offer in-service training programs within the school division.~~

~~The superintendent may approve in-service programs and activities, to the extent that the board has budgeted funds.~~

Legal Reference:

~~Code of Va., § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.~~

~~Code of Va., § 22.1-253.13:5. Standard 5. Training and professional development.~~

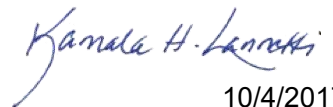
~~Code of Va., § 22.1-305.1. Mentor teacher programs.~~

~~-~~

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

Repealed by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY



10/4/2017

PERSONNEL

Licensed Personnel: ~~Teacher Salary Schedule~~ Scale

A. Generally

~~1.~~ The ~~board~~ School Board desires to adopt annually a salary ~~schedule~~ scale for teachers that will attract outstanding candidates and will retain those teachers who have met the standards of excellence required by the ~~board~~ School Board.

~~2.~~ The salary ~~schedule~~ scale should be based upon a reasonable base salary, should take into consideration years of ~~school~~ school based and/or relevant job related experience, degree of educational ~~training attainment~~ and such other criteria as the ~~board~~ School Board may deem appropriate.

Legal Reference:

Code of ~~Virginia~~, § 22.1 289.1, as amended. Teacher compensation; biennial review required.

Adopted by School Board: June 16, 1970
Amended by School Board: July 1, 1978
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: October 21, 2003

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

10/4/2017

PERSONNEL

Classified Personnel: Growth in Job Skills

A. Generally

~~The school board believes that continuing growth in skills, techniques and human relations by the classified staff is a necessity for the ongoing improvement of the school division.~~

B. Staff Development

~~There shall be an organized program of staff development for all classified personnel. Administrators shall draw upon such resources and personnel as may be provided by persons within the division, the Virginia Department of Education, manufacturers of equipment, technical schools and colleges, as well as nonschool persons to assist in or conduct such in-service programs.~~

C. Release Time

~~Administrators shall adjust the schedules of classified personnel to permit attendance at workshops, institutes, and on-the-job training programs convened outside the division.~~

D. Tuition Reimbursement

Editor's Note

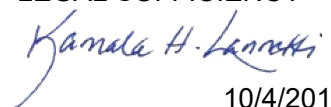
~~See school board **policy 4-39** and any implementing regulations.~~

~~-~~

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

~~Repealed by School Board:~~

APPROVED AS TO
LEGAL SUFFICIENCY



10/4/2017



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

Section: Action **Date:** October 10, 2017

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

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 October 10, 2017, 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 OCTOBER 2017
ASSIGNED TO THE UNIFIED SALARY SCALE**

2017-2018

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

9/27/2017

Timothy L. Jackson

Custodian I, 10 month, night

BROOKWOOD

9/19/2017

Timothy E. Crabb

Custodian I, 10 month

9/28/2017

Millicent Wiggins

Custodian I, 10 month

COLLEGE PARK

9/18/2017

Brittinee J. Oliver

Special Education Assistant

GLENWOOD

9/28/2017

Dilshad A. Muhammad

Cafeteria Assistant, 5 hours

HOLLAND

9/22/2017

Ashley F. Combs

Special Education Assistant

INDIAN LAKES

9/28/2017

John D. Henry

Cafeteria Assistant, 5 hours

KINGS GRANT

9/14/2017

Alison E. Ailiff

Cafeteria Assistant, 5 hours

LINKHORN PARK

9/19/2017

Rhonda L. Jeveron-Jones

Custodian I, 10 month, night

NEWTOWN

9/28/2017

Karen A. Carter

Security Assistant

PARKWAY

9/25/2017

Angela M. Zambas

Physical Education Assistant, .5

SALEM

9/28/2017

Alice M. Pritchard

Cafeteria Assistant, 5.5 hours

STRAWBRIDGE

10/9/2017

David Bonakollie

Custodian II, Head Night

THALIA

9/21/2017

Marcus T. Howard

Physical Education Assistant, .5

TRANTWOOD

9/13/2017

Aaron B. Woodard

Security Assistant

9/14/2017

Marneda K. Grable

Custodian I, 10 month, night

9/27/2017

Christine N. Woody

Custodian I, 10 month, night

WHITE OAKS

9/28/2017

Barbara B. Cobb

Cafeteria Assistant, 4.5 hours

WOODSTOCK

9/28/2017

Carmen M. Magana

Cafeteria Assistant, 5 hours

APPOINTMENTS - MIDDLE SCHOOL**BAYSIDE**

9/28/2017

Stephanie M. Alston

General Assistant

GREAT NECK

9/29/2017

Monique N. Dunston

Technology Support Technician

INDEPENDENCE

9/7/2017

Edanjarlo R. Dilidili

Custodian I, 10 month, night

9/14/2017

John H. Gilchrist III

Security Assistant

SCHOOL/DEPARTMENT**POSITION****LARKSPUR**

| | | |
|-----------|-------------------|------------------------------|
| 9/21/2017 | Buffi Biggs-Davis | Cafeteria Assistant, 6 hours |
| 9/28/2017 | Debra A. Tando | Cafeteria Assistant, 6 hours |

LYNNHAVEN

| | | |
|-----------|-----------------|-----------------------------|
| 9/27/2018 | Rocajes Moreira | Special Education Assistant |
|-----------|-----------------|-----------------------------|

PRINCESS ANNE

| | | |
|-----------|----------------------|-----------------------------|
| 9/25/2017 | Belinda A. Donaldson | Special Education Assistant |
|-----------|----------------------|-----------------------------|

SALEM

| | | |
|-----------|------------------|------------------------------|
| 9/28/2017 | Eliza A. Seckman | Cafeteria Assistant, 5 hours |
|-----------|------------------|------------------------------|

APPOINTMENTS - HIGH SCHOOL**ADULT LEARNING CENTER**

| | | |
|----------|------------------|-----------------------|
| 9/5/2017 | Pamela L. Burson | ALC General Assistant |
|----------|------------------|-----------------------|

BAYSIDE

| | | |
|-----------|-------------------|-----------------------------|
| 9/5/2017 | Debra M. Petko | Special Education Assistant |
| 9/29/2017 | Morgan L. Sellers | Special Education Assistant |

COX

| | | |
|-----------|--------------------------|------------------------------|
| 9/14/2017 | Wanamaker L. Wilson, Jr. | Cafeteria Assistant, 5 hours |
|-----------|--------------------------|------------------------------|

FIRST COLONIAL

| | | |
|-----------|-----------------|-----------------------------|
| 9/14/2017 | Mary L. Donnell | Special Education Assistant |
|-----------|-----------------|-----------------------------|

GREEN RUN

| | | |
|-----------|-------------------|-------------------------|
| 9/25/2017 | Tiffany M. Balmer | Library Media Assistant |
|-----------|-------------------|-------------------------|

KEMPSVILLE

| | | |
|-----------|----------------------|--------------------------------------|
| 9/27/2017 | Judith A. Papariello | School Nurse |
| 10/2/2017 | Michalle C. Holloway | School Office Associate II, 10 month |

KELLAM

| | | |
|-----------|-----------------|-----------------------------|
| 9/28/2017 | Alisse B. Owens | Special Education Assistant |
|-----------|-----------------|-----------------------------|

LANDSTOWN

| | | |
|-----------|--------------------|--------------------------------------|
| 10/2/2017 | Andrea M. Everhart | School Office Associate II, 10 month |
|-----------|--------------------|--------------------------------------|

PRINCESS ANNE

| | | |
|-----------|----------------|-------------------------|
| 10/2/2017 | Amber E. Smeal | Library Media Assistant |
|-----------|----------------|-------------------------|

OCEAN LAKES

| | | |
|-----------|-----------------|-----------------------------|
| 9/21/2017 | Paula R. Tate | Clinic Assistant, .5 |
| 9/21/2017 | Taylor A. Smith | Special Education Assistant |

RENAISSANCE ACADEMY

| | | |
|-----------|----------------|-----------------------------|
| 9/21/2017 | Tara B. Harris | Special Education Assistant |
|-----------|----------------|-----------------------------|

TALLWOOD

| | | |
|-----------|----------------------|------------------------------|
| 9/14/2017 | Michele M. Foster | Cafeteria Assistant, 4 hours |
| 9/28/2017 | Cheryl Smith | Cafeteria Assistant, 6 hours |
| 10/3/2017 | Estrelita J. Coronel | Custodian I, 10 month, night |

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

| | | |
|-----------|--------------------|--------------------------|
| 8/24/2017 | Sharon L. Clohessy | Instructional Specialist |
|-----------|--------------------|--------------------------|

DEPARTMENT OF TECHNOLOGY

| | | |
|------------|-----------------------|-----------------------------------|
| 9/18/2017 | Laura R. Daigle | Systems Administrator |
| 9/18/2017 | Michael J. Ferdon, II | Network Technician I |
| 9/18/2017 | Ryan W. Hoppe | Network Technician I |
| 9/21/2017 | David C. Darrow, Jr. | Technology Support Technician |
| 9/27/2017 | Faith Beiderbecke | Administrative Office Associate I |
| 10/16/2017 | Duane W. Joseph | Systems Engineer |

SCHOOL/DEPARTMENT**POSITION****OFFICE OF CONSOLIDATED BENEFITS**

9/26/2017 Melissa K. Stevens Benefits Assistant

OFFICE OF CUSTODIAL SERVICES

9/13/2017 Sheraunda Y. Sharpless Custodian II, night

OFFICE OF DISTRIBUTION SERVICES

10/10/2017 Samantha L. Foster Office Associate II, 12 month

OFFICE OF FOOD SERVICES

9/13/2017 Dedric X. Boudy Assistant Cafeteria Manager

9/13/2017 Genene L. Wolbach Assistant Cafeteria Manager

9/13/2017 Latavia S. Cornick Assistant Cafeteria Manager

9/25/2017 Carol L. Hawkins Cafeteria Manager in Training, 6 hours

9/25/2017 Charity Jobe Cafeteria Manager in Training, 6 hours

9/25/2017 Heather Henry Cafeteria Manager in Training, 6 hours

OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

9/28/2017 Allison J. Jackson Occupational Therapist

9/28/2017 Mary A. Peterson Physical Therapist, .4

10/2/2017 Lisa M. Graber Administrative Office Associate I

OFFICE OF PURCHASING SERVICES

10/2/2017 Lori A. Taylor Procurement Systems Specialist

OFFICE OF STUDENT SUPPORT SERVICES

10/2/2017 J Renee Pennant Administrative Office Associate I

OFFICE OF TRANSPORTATION SERVICES

9/20/2017 Lawrence Franklin Bus Driver, 5 hours

9/20/2017 Marcella D Muller Bus Driver, 6 hours

9/20/2017 Marcus S George Bus Driver, 7 hours

9/20/2017 Patricia Hemond Bus Driver, 5 hours

9/20/2017 Robert L Walker, Jr. Bus Driver, 5.5 hours

9/21/2017 Matthew Young Custodian I, 12 month

9/28/2017 Joseph N. Fauber Fleet Technician I

RESIGNATIONS - ELEMENTARY SCHOOL**BETTIE F. WILLIAMS**

9/19/2017 Yvonne Jones Cafeteria Assistant, 6 hours (career enhancement opportunity)

BROOKWOOD

9/8/2017 Matthew T. Frink Custodian I, 10 month (career enhancement opportunity)

9/15/2017 Keona T. Mack Custodian I, 10 month (personal reasons)

9/19/2017 Timothy E. Crabb Custodian I, 10 month (personal reasons)

NEWTOWN

9/28/2017 Kenya D. Bailey Technology Support Technician (health)

OCEAN LAKES

9/29/2017 Maria Raquel Morcillo-Gallego Cafeteria Manager I (relocation)

PARKWAY

9/12/2017 Robert D. Galarneau Physical Education Assistant, .5 (personal reasons)

RED MILL

9/26/2017 Olivia B. Eagan Physical Education Assistant, .5 (career enhancement)

ROSEMONT

9/30/2017 Zakia Hagour Custodian I, 12 month (career enhancement opportunity)

SHELTON PARK

10/6/2017 Kay Sanders Cafeteria Assistant, 5 hours (career enhancement opportunity)

STRAWBRIDGE

9/29/2017 Jenifer S. Taylor General Assistant (transfer of spouse)

SCHOOL/DEPARTMENT**POSITION****WINDSOR OAKS**

9/25/2017 Alicia Dixon Physical Education Assistant (personal reasons)

RESIGNATIONS - MIDDLE SCHOOL**LARKSPUR**

9/29/2017 Daniel Aderonmu Special Education Assistant (job abandonment)

LYNNHAVEN

9/19/2017 Tracie R. Ford Special Education Assistant (personal reasons)

RESIGNATIONS - HIGH SCHOOL**KELLAM**

9/22/2017 Elizabeth C. Eason-Cross Special Education Assistant (personal reasons)

OCEAN LAKES

9/22/2017 Shahar T. Smoot Security Assistant (career enhancement opportunity)

RESIGNATIONS - MISCELLANEOUS**OFFICE OF SCHOOL PLANT SERVICES**

7/28/2017 Barry C. Eaton HVAC Craftsman I (career enhancement opportunity)

OFFICE OF TRANSPORTATION SERVICES

9/12/2017 Jillian Johnson Bus Assistant, 5 hours (continuing education)

9/22/2017 Marion S. Taylor Bus Driver, 7.5 hours (personal reasons)

9/27/2017 Devette Green Bus Driver, 5.5 hours (personal reasons)

10/2/2017 Diamond S. Basnight Bus Assistant, 5.5 hours (personal reasons)

RETIREMENTS - ELEMENTARY SCHOOL**DIAMOND SPRINGS**

12/29/2017 Karen L. Conner Custodian I, 12 month

GLENWOOD

11/30/2017 Susan A. Cotthaus General Assistant

WINDSOR WOODS

6/19/2017 Robyn M. Belda Special Education Assistant

RETIREMENTS - MIDDLE SCHOOL**OLD DONATION**

12/29/2017 Paula J. Cason Custodian IV, Head Day

PRINCESS ANNE

12/20/2017 Jane Wilkens School Office Associate II, 10 month

RETIREMENTS - HIGH SCHOOL

NONE

RETIREMENTS - MISCELLANEOUS**DEPARTMENT OF MEDIA AND COMMUNICATIONS**

9/29/2017 Sandra N. Knight Office Associate II, 12 month

OFFICE OF SCHOOL PLANT SERVICES

12/29/2017 Kenneth W. Whitney General Maintenance Craftsman III

OFFICE OF STUDENT LEADERSHIP

12/20/2017 Debra A. Keane School Nurse, .5

OFFICE OF TRANSPORTATION SERVICES

9/12/2017 Deborah G Bizzell Bus Assistant, 5 hours

OTHER EMPLOYMENT ACTIONS

NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT OCTOBER 2017
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE**

2017-2018

| <u>SCHOOL</u> | | <u>SUBJECT</u> | <u>COLLEGE</u> | <u>PREVIOUS</u> |
|------------------------------------------------|-----------------------|------------------------|-----------------------------------------|------------------------------------------|
| <u>APPOINTMENTS - ELEMENTARY SCHOOL</u> | | | | |
| <u>CORPORATE LANDING</u> | | | | |
| 10/2/2017 | Deborah W. Dise | Music-Instrumental, .2 | Azusa Pacific University, CA | VBCPS |
| <u>APPOINTMENTS - MIDDLE SCHOOL</u> | | | | |
| <u>BAYSIDE</u> | | | | |
| 9/28/2017 | Erin K. Whitt | School Counselor | Old Dominion University | |
| <u>BAYSIDE 6TH GRADE CAMPUS</u> | | | | |
| 9/21/2017 | Rebecca S. Meyer | Grade 6 English | California State University, Northridge | Grossmont Union High School District, CA |
| <u>BRANDON</u> | | | | |
| 9/25/2017 | Alicia Pahl-Cornelius | Grade 7 Science, .5 | University of Louisville, KY | Jefferson County Public Schools, KY |
| <u>CORPORATE LANDING</u> | | | | |
| 9/28/2017 | Carl M. Alberico | Grade 7 Science | Edinboro University, PA | |
| <u>VIRGINIA BEACH</u> | | | | |
| 9/22/2017 | Lauren A. Beasley | French, .2 | Ball State University, IN | |
| <u>APPOINTMENTS - HIGH SCHOOL</u> | | | | |
| <u>BAYSIDE</u> | | | | |
| 9/18/2017 | Fatih Zengin | Math | Old Dominion University | VBCPS |
| <u>GREEN RUN</u> | | | | |
| 9/14/2017 | Alyson L. Pulver | Math | Texas State University, San Marcos, TX | |
| <u>GREEN RUN COLLEGIATE</u> | | | | |
| 9/18/2017 | Emily A. Williams | Art | Washington University, MO | |
| <u>LANDSTOWN</u> | | | | |
| 10/5/2017 | William S. Deacon | Marketing Education | The College of William and Mary | |
| <u>PRINCESS ANNE</u> | | | | |
| 9/28/2017 | Courtney M. Brown | English | Virginia Wesleyan College | |
| <u>RENAISSANCE ACADEMY</u> | | | | |
| 9/14/2017 | David A. Engel | Science | Cornell University, NY | |
| 9/25/2017 | Jessica Banner | Special Education | Old Dominion University | |

| <u>SCHOOL</u> | <u>SUBJECT</u> | <u>COLLEGE</u> | <u>PREVIOUS</u> |
|--------------------------------------------------|-----------------------|--------------------------------------------------|------------------------|
| <u>APPOINTMENTS - MISCELLANEOUS</u> | | | |
| <u>OFFICE OF STUDENT SUPPORT SERVICES</u> | | | |
| 9/21/2017 | Jennifer Mason | Behavior Intervention | Cedarville College, OH |
| <u>RESIGNATIONS - ELEMENTARY SCHOOL</u> | | | |
| <u>LYNNHAVEN</u> | | | |
| 10/23/2017 | Nicole L. Miragliotta | Music-Vocal (transfer of spouse) | |
| <u>NEWTOWN</u> | | | |
| 10/13/2017 | Lauren Sharp | Grade 2 (family) | |
| <u>SEATACK</u> | | | |
| 10/4/2017 | Sharon L. Welch | Title I Resource (accepted a private sector job) | |
| <u>RESIGNATIONS - MIDDLE SCHOOL</u> | | | |
| <u>CORPORATE LANDING</u> | | | |
| 9/21/2017 | Kayla C. Elam | Grade 7 (health) | |
| <u>RESIGNATIONS - HIGH SCHOOL</u> | | | |
| NONE | | | |
| <u>RESIGNATIONS - MISCELLANEOUS</u> | | | |
| NONE | | | |
| <u>RETIREMENTS - ELEMENTARY SCHOOL</u> | | | |
| NONE | | | |
| <u>RETIREMENTS - MIDDLE SCHOOL</u> | | | |
| NONA | | | |
| <u>RETIREMENTS - HIGH SCHOOL</u> | | | |
| NONE | | | |
| <u>RETIREMENTS - MISCELLANEOUS</u> | | | |
| NONE | | | |
| <u>OTHER EMPLOYMENT ACTIONS</u> | | | |
| NONE | | | |

October 10, 2017

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT OCTOBER 2017
ADMINISTRATIVE APPOINTMENTS**

2017-2018

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

DEPARTMENT OF TEACHING AND LEARNING

10/11/2017

Matthew L. Colohan

Coordinator of Instructional Technology



Budget Calendar: School Operating Budget FY 2017/18 and
Subject: Capital Improvement Program (CIP) 2018/19 --- 2023/24 Item Number: 12B

Section: Action Date: October 10, 2017

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

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

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

Recommendation:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2018/19 Operating Budget and the 2018/19---2023/24 Capital Improvement Program.

Background Summary:

The Budget Calendar contains specific dates/timeframes for the key components and activities of the budget development process. It is an important guide for management and the School Board regarding the schedule of events that results in an approved budget.

Source:

School Board Policy 3-6
Code of Virginia §22.1-93

Budget Impact:

Budget Calendar

FY 2018/19 School Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program

2017

| | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September | The Budget Calendar is developed |
| Sept. 19 | The Budget Calendar is presented to the School Board for information |
| Oct. 10 | The Budget Calendar is presented to the School Board for action |
| Oct. 10 | A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development |
| Oct. 10 - Dec. 5 | Budget requests are submitted by senior staff and budget managers to the Office of Budget Development |
| Nov. 21 | A Five Year Forecast is presented to the School Board and the City Council |
| Dec. 5 | A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process |
| Dec. 8 | Recommended part-time hourly rates for FY 2018/19 are submitted by the Department of Human Resources to the Office of Budget Development |
| Dec. 11 | A draft of the Capital Improvement Program is prepared for the superintendent's review |
| December (3 rd week) | State revenue estimates are released by the Virginia Department of Education |

2018

| | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan. 2 - 19 | Budget requests are reviewed, refined and summarized by the Office of Budget Development |
| Jan. 8 | The recommended Capital Improvement Program budget is presented to the superintendent and senior staff |
| Jan. 16 | The unbalanced School Operating budget is presented to the superintendent and senior staff |
| Jan. 17 - Jan. 25 | Online Budget Forum available to employees |
| Feb. 6 | The Superintendent's Estimate of Needs for FY 2018/19 is presented to the School Board |
| Feb. 6 | The Superintendent's Proposed FY 2018/19 - FY 2023/24 Capital Improvement Program budget is presented to the School Board |
| Feb. 13 | School Board Budget Workshop #1 is held from 5:00 - 8:00 p.m. |
| Feb. 20 | School Board Budget Workshop #2 is held from 2:00 - 5:00 p.m. |
| Feb. 20 | A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process |
| Feb. 27 | School Board Budget Workshop #3 is held from 5:00 - 8:00 p.m. (if needed) |
| March 6 | School Board Budget Workshop #4 is held from 2:00 - 5:00 p.m. (if needed) |
| March 6 | The FY 2018/19 School Operating budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are adopted by the School Board |
| March 13 | The FY 2018/19 School Board Proposed Operating Budget is provided to city staff |
| April | The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163) |
| No Later Than May 15 | The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115) |



Subject: Appointment of Member to the Community Advisory Committee for Gifted Education **Item Number:** 13A

Section: Information **Date:** October 10, 2017

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

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

Presenter(s): Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children
Sandy Beale-Berry, Chairperson, Community Advisory Committee for Gifted Education

Recommendation:

That the School Board receive information regarding the appointment of a new member to the Community Advisory Committee for Gifted Education (CAC) to fill the vacancy in the At-large zone.

Background Summary:

The CAC is comprised of parents, school personnel, a secondary gifted student, teachers of gifted students and gifted program administrative personnel. It is responsible for reviewing and assessing the Local Plan for Gifted Education. Its members offer their advice to the community and School Board on matters involving gifted education and the needs of gifted students. The committee updates its pool of potential members on an ongoing basis. The nominating subcommittee has the responsibility to recruit qualified nominees that fairly represent the ethnic and geographic diversity of the school division. The committee's nominations are presented to the School Board within a reasonable time after the occurrence of a vacancy, as it is also their responsibility to monitor the terms of current members as well as any new vacancies.

The Community Advisory Committee for Gifted Education met on Monday, Sept. 11, 2017. At this meeting, applications for the vacancy in the remaining At-large zone were reviewed. As the result of voting by committee members, it is recommended that Cindy Becker be appointed to fill the vacant At-large seat. Ms. Becker is the parent of two gifted students and has attended past CAC meetings. Her education, leadership and volunteer experiences ensure she will effectively represent the At-large zone and fulfill all CAC assignments and responsibilities.

Source:

§VAC 20-40-60.A.13

Code of VA. § 22.1-18.1

Budget Impact:

None

Community Advisory Committee for Gifted Education

Sandy-Beale Berry, Chair

October 10, 2017

Cindy Becker – New Appointment: At-large

Ms. Becker is the parent of two sons who are identified gifted, one attending high school and one attending middle school. Her profession is pharmacist. Ms. Becker is a proud graduate of Virginia Beach City Public Schools (VBCPS) and participated in gifted programs during that time. She says, “I know the value of these programs and the difference it made in my education. We are very fortunate that these programs have continued and evolved into a multitude of opportunities for students at all levels. With two children now in VBCPS, I have been very involved with the schools they have attended and would like to continue my involvement by being a part of this committee.”

Ms. Becker is and has been an active volunteer in the school division. She sees the need to challenge all students, especially gifted learners, with a variety of opportunities both through the academy programs and in their neighborhood schools. She has expressed a strong interest in contributing to the CAC and the committee highly recommends her for this At-large position.



Subject: 2017-2018 State Accreditation: Status of Our Schools **Item Number:** 13B

Section: Information **Date:** October 10, 2017

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Information Officer
Department of Planning, Innovation, and Accountability

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Presenter(s): Dr. Donald E. Robertson, Jr. and Tracy A. LaGatta

Recommendation:

That the School Board receive the state accreditation results and the Standards of Learning assessment program annual division highlights.

Background Summary:

Source:

Virginia Department of Education released data on school accreditation for 2017-2018.

Budget Impact:

None

ASSESSMENT BRIEF

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY
OFFICE OF STUDENT ASSESSMENT – September 2017



Standards of Learning Assessment Program Annual Division Highlights

Author: Tracy A. LaGatta, Director

Other Contact Person: Donald E. Robertson, Jr., Ph.D., Chief Strategy and Innovation Officer

ABSTRACT

Virginia Beach City Public Schools divisionwide passing rates increased or stayed the same on 20 of the 29 Standards of Learning (SOL) tests from last year, increases ranged from 1 percentage point to 3 percentage points.

Decreases were seen in grade 3 mathematics (2 percentage points), grade 7 mathematics (5 percentage points), Algebra II and Geometry (1 percentage point each), grade 5 science (3 percentage points), end-of-course (EOC) reading (1 percentage point), Biology and Earth Science (1 and 2 percentage points respectively), and Geography (2 percentage points).

BACKGROUND

The Standards of Learning for Virginia public schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign languages, health and physical education, and driver education. Students participate in state-mandated assessments in the core areas of English, mathematics, history/social science, and science.

In 1995, the first SOLs were approved by the Virginia Board of Education. The first SOL assessments were administered in 1998. In spring 2013, all schools administered all writing and non-writing SOL tests online. In spring 2015, five SOL tests were eliminated by the Virginia Board of Education. These tests included grade 3 science, grade 5 writing, and grades 3, 6, and 7 history.

This report summarizes the division-level passing rates for grades 3-8 and EOC over the past five years. Data are summarized for the division overall combined passing rates for SOL assessments including the alternate and alternative assessments, Virginia Grade Level Alternative (VGLA), the Virginia Alternate Assessment Program (VAAP), and through 2013-2014 the Virginia Modified Achievement Standards Test (VMAST). In 2014-2015, the VMAST assessment was eliminated as an assessment option. Adjusted data (including SOL and alternate and alternative assessments) are presented for reporting groups that were monitored under the No Child Left Behind Act of 2001 in the areas of combined reading, writing, mathematics, history, and science for the past five years. Performance data for ethnicity reporting groups as well as students with disabilities, students identified as economically disadvantaged, and students who are limited English proficient are summarized in this brief.

KEY TOPICS:

| | |
|----------------------------------------|-------|
| Background..... | p. 1 |
| Methodology..... | p. 1 |
| Percent Passing..... | p. 2 |
| Pass Advanced Rates | p. 7 |
| Passing Rates from Grades 3 to 7 | p. 7 |
| Five-Year Passing Rates by Ethnicity | |
| Reporting Groups | p. 8 |
| Five-Year Passing Rates by Other | |
| Reporting Groups..... | p. 11 |
| Summary | p. 14 |

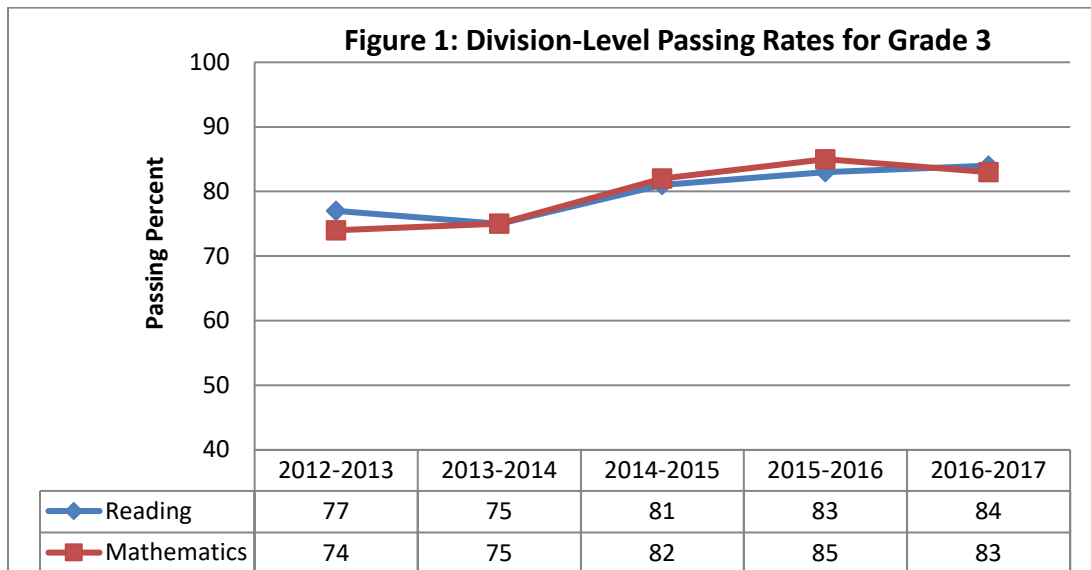
METHODOLOGY

The Virginia Beach City Public Schools (VBCPS) data summarized herein were obtained from the [SOL Test Results posted on the Virginia Department of Education \(VDOE\) website](#). The passing rates used in this brief for all levels are adjusted. Substitute test scores, retakers, and alternate and alternative assessment scores are included in these results.

OVERALL PERCENTILE RANKS – PERCENT PASSING

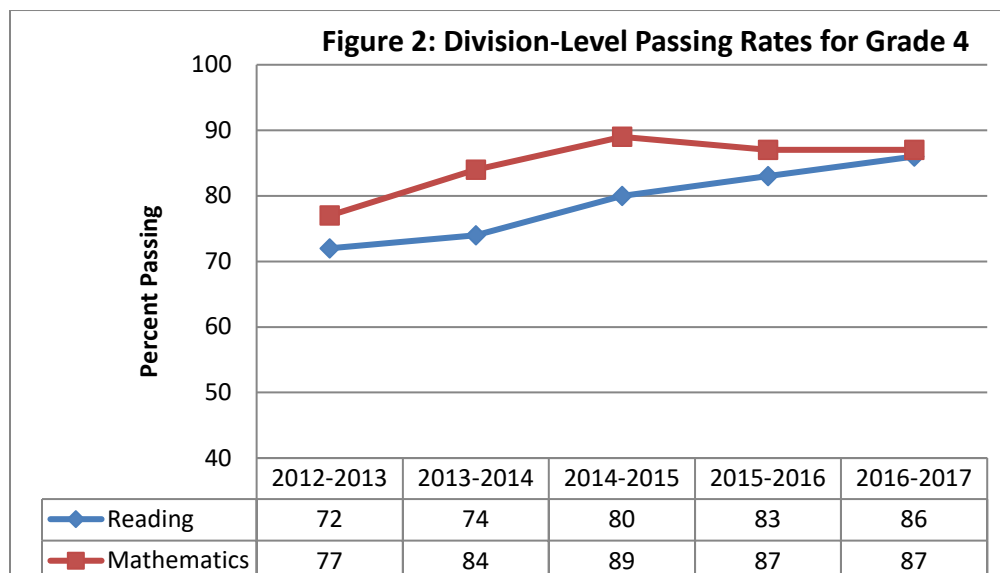
Grade 3

The division-level passing rate for grade 3 reading showed a 7 percentage-point increase from 2012-2013, as noted in Figure 1. After a 2 percentage-point decrease in 2013-2014, passing rates increased each of the following years. The division-level passing rate for grade 3 mathematics showed a 9 percentage-point increase from 2012-2013 and has increased each of the following years until 2016-2017 where passing rates dropped 2 percentage points from the previous year.



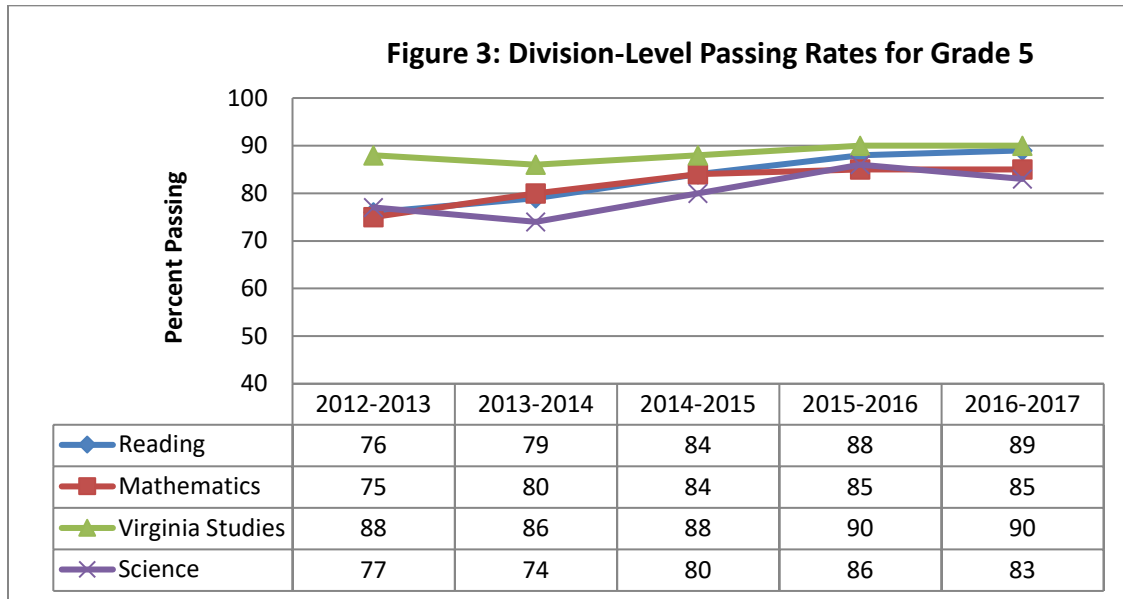
Grade 4

The division-level passing rate for grade 4 reading showed a 14 percentage-point increase from 2012-2013, as noted in Figure 2, and has increased each of the following years. The division-level passing rate for grade 4 mathematics showed a 10 percentage-point increase from 2012-2013. In 2015-2016, passing rates dropped 2 percentage points from the previous year and remained the same for 2016-2017.



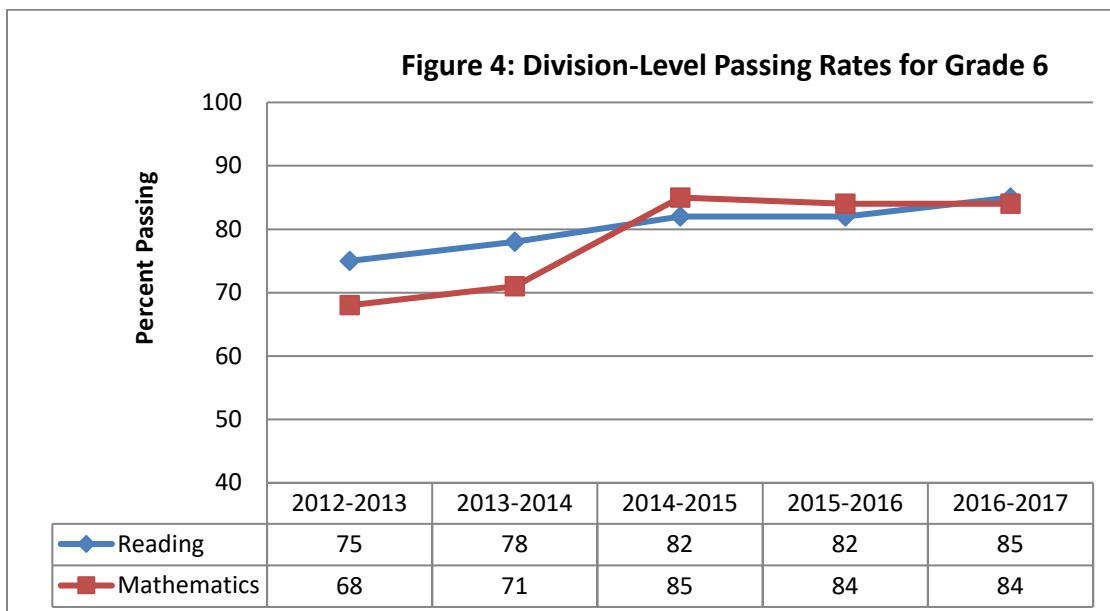
Grade 5

The division-level passing rate for grade 5 reading showed a 13 percentage-point increase from 2012-2013, as noted in Figure 3, and has increased each of the following years. The division-level passing rate for grade 5 mathematics showed a 10 percentage-point increase from 2012-2013 and has increased each of the following years until 2016-2017 where passing rates remained the same. The division-level passing rate for Virginia Studies showed a 2 percentage-point increase from 2012-2013. In 2013-2014, passing rates dropped 2 percentage points but then increased 2 percentage points in each of the following two years. Passing rates remained the same from 2015-2016. The division-level passing rate for grade 5 science showed a 6 percentage-point increase from 2012-2013. In 2016-2017, the passing rate decreased 3 percentage points.



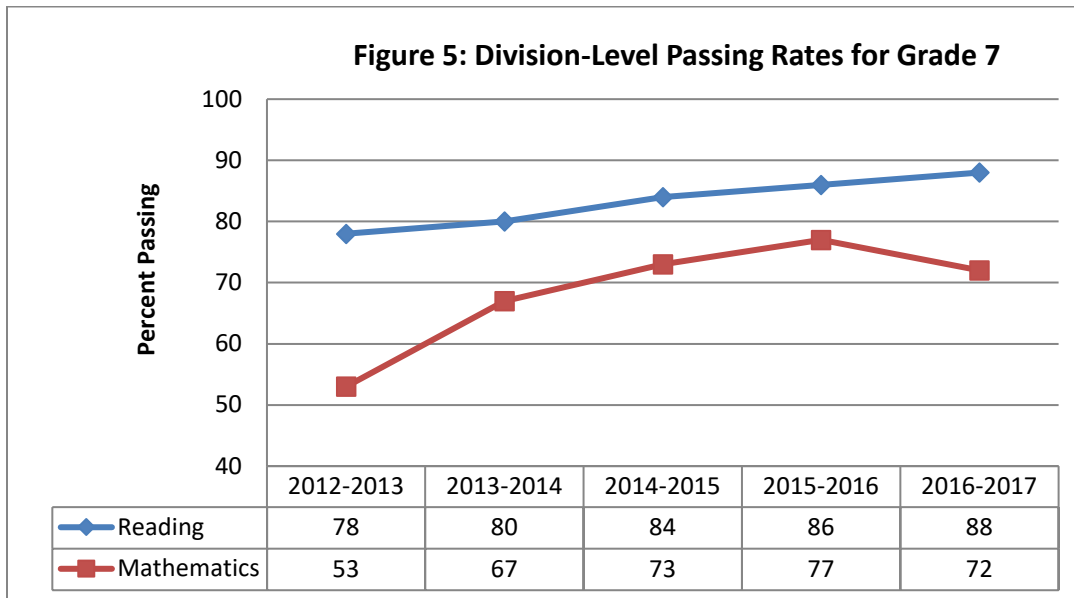
Grade 6

The division-level passing rate for grade 6 reading showed a 10 percentage-point increase from 2012-2013, as noted in Figure 4, and has increased or remained the same each of the following years. The division-level passing rate for grade 6 mathematics showed a 16 percentage-point increase from 2012-2013. After increasing for two years, the passing rate decreased by 1 percentage point in 2015-2016 and remained the same in 2016-2017.



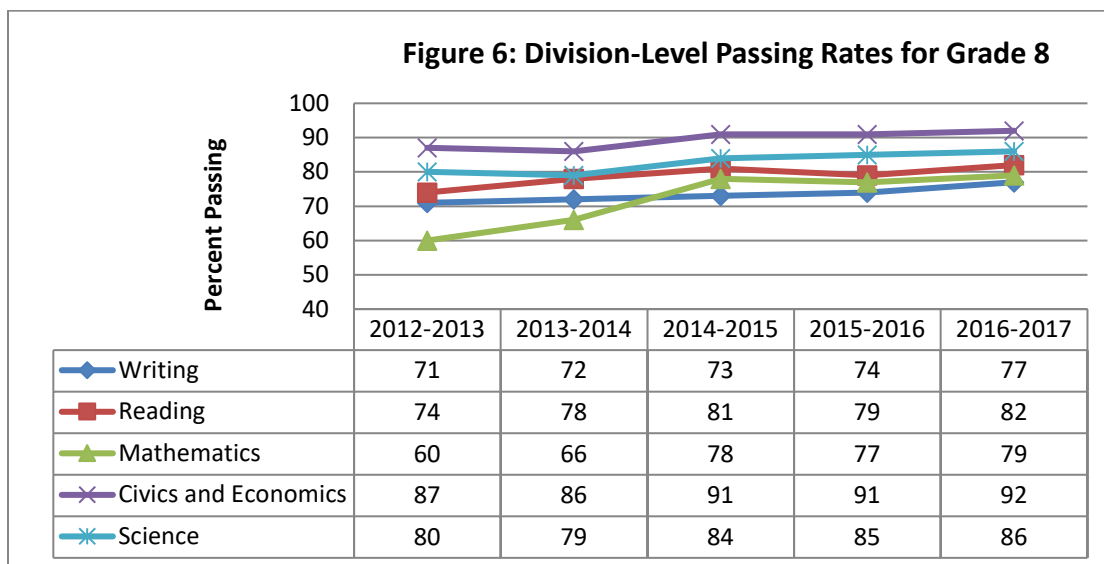
Grade 7

The division-level passing rate for grade 7 reading showed a 10 percentage-point increase from 2012-2013, as noted in Figure 5, and has increased each of the following years. The division-level passing rate for grade 7 mathematics showed a 19 percentage-point increase from 2012-2013. After increasing for three years, the passing rate decreased by 5 percentage points in 2016-2017.



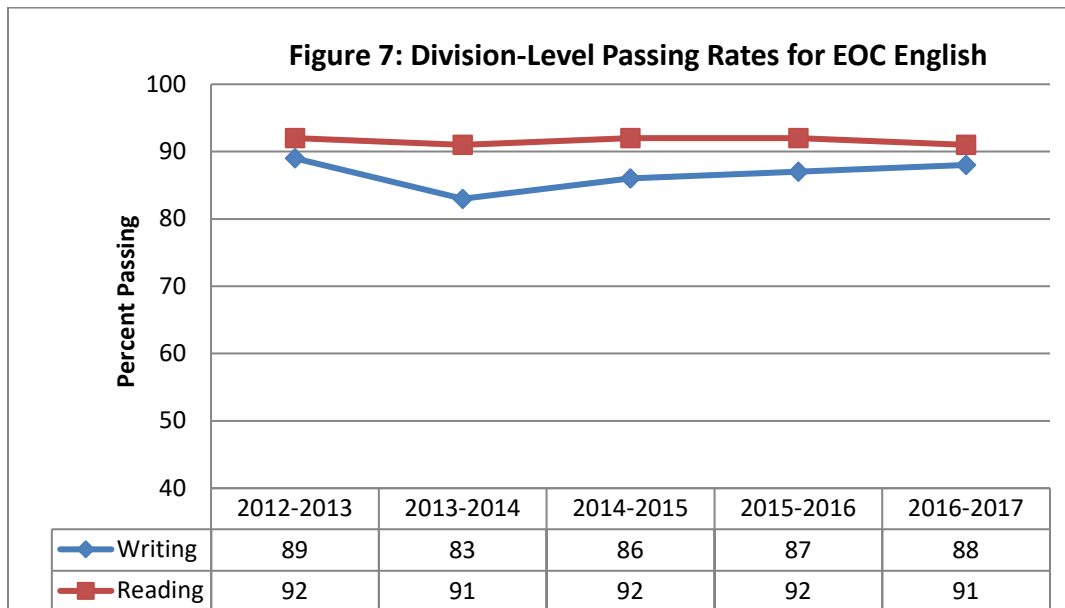
Grade 8

The division-level passing rate for grade 8 writing showed a 6 percentage-point increase from 2012-2013, as noted in Figure 6, and has increased each of the following years. The division-level passing rate for grade 8 reading showed an 8 percentage-point increase from 2012-2013. With the exception of a 2 percentage-point dip in 2015-2016, the passing rate has increased each year. The division-level passing rate for grade 8 mathematics showed a 19 percentage-point increase from 2012-2013. With the exception of a 1 percentage-point dip in 2015-2016, the passing rate has increased each year. The division-level passing rate for Civics and Economics showed a 5 percentage-point increase from 2012-2013. The passing rate has increased or stayed the same each of the past three years. The division-level passing rate for grade 8 science showed a 6 percentage-point increase from 2012-2013. With the exception of a 1 percentage-point dip in 2013-2014, the passing rate has increased each year.



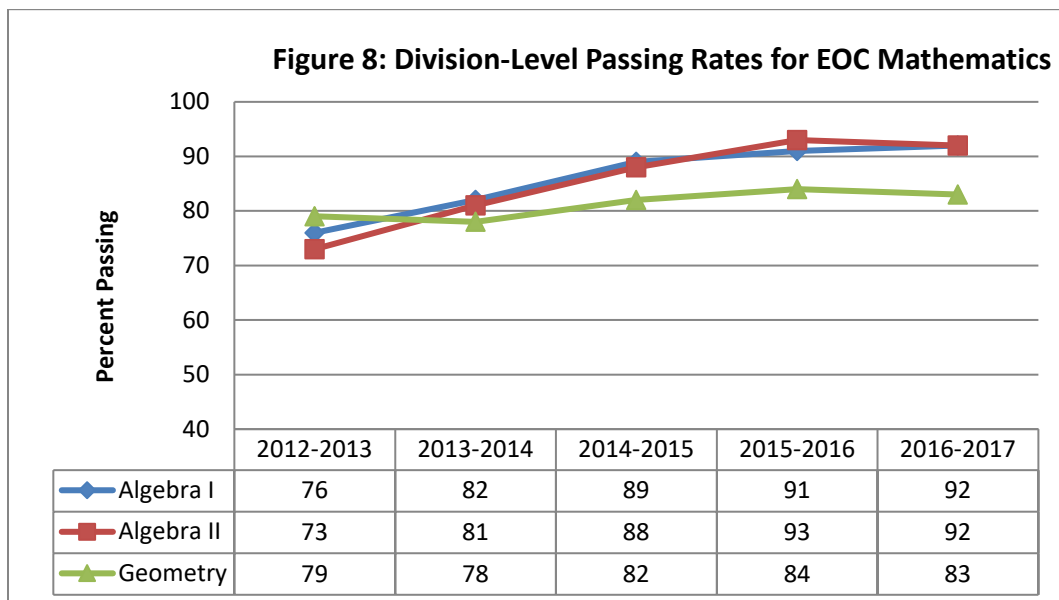
End-of-Course English

The division-level passing rate for EOC writing showed a 1 percentage-point decrease from 2012-2013, as noted in Figure 7. After a 6 percentage-point decrease in 2013-2014, the passing rate increased each of the following years. The division-level passing rate for EOC reading has remained stable over the past five years at 91 or 92 percent passing.



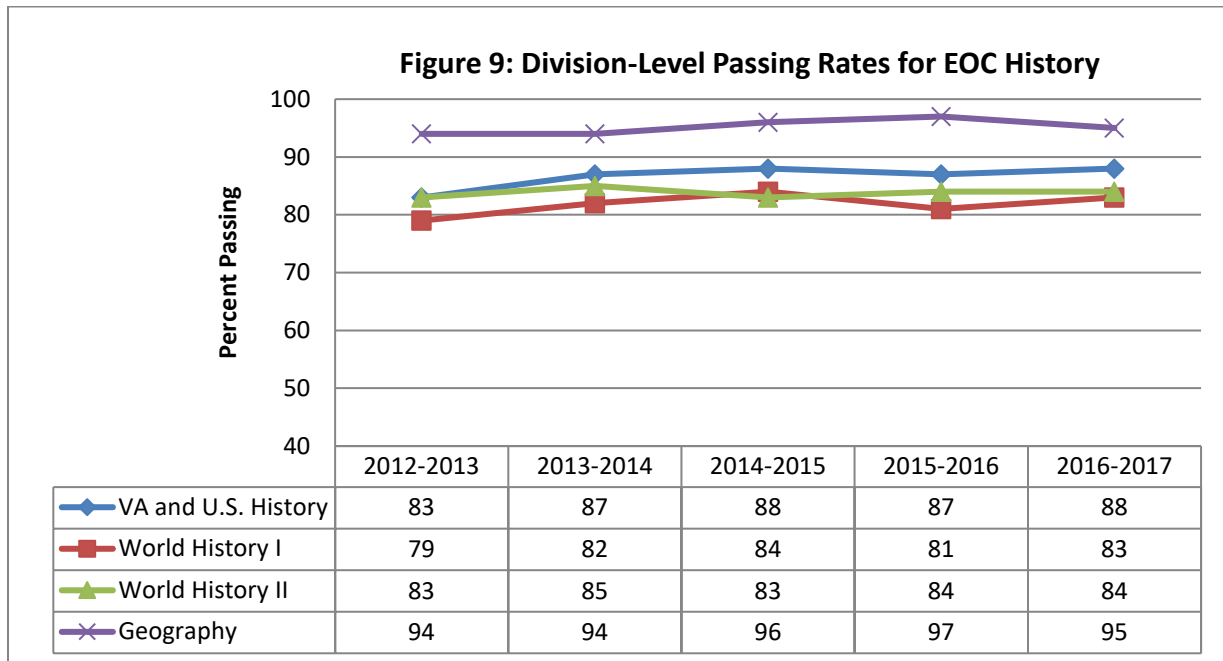
End-of-Course Mathematics

The division-level passing rate for EOC Algebra I showed a 16 percentage-point increase from 2012-2013, as noted in Figure 8, and has increased each of the following years. The division-level passing rate for EOC Algebra II showed a 19 percentage-point increase from 2012-2013, increasing each year until 2016-2017 when the passing rate decreased 1 percentage point. The division-level passing rate for EOC Geometry increased 4 percentage points from 2012-2013.



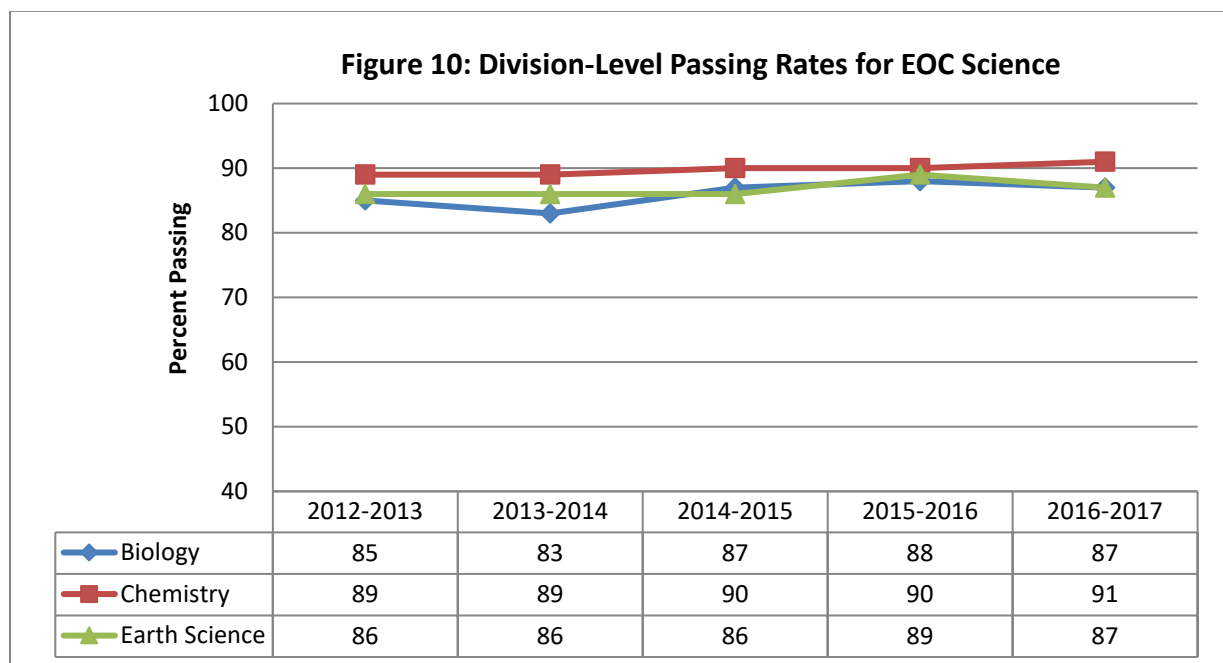
End-of-Course History

The division-level passing rate for VA and U.S. History showed a 5 percentage-point increase from 2012-2013, as noted in Figure 9, and has fluctuated between 87 and 88 percent over the past four years. The division-level passing rate for World History I showed a 4 percentage-point increase from 2012-2013, while both World History II and Geography show a 1 percentage-point increase from five years ago.



End-of-Course Science

The division-level passing rate for Biology showed a 2 percentage-point increase from 2012-2013, as noted in Figure 10. The division-level passing rate for Chemistry has remained stable over the past five years fluctuating between 89 and 91 percent passing. The division-level passing rate for Earth Science has increased or remained the same over the past five years ranging from 86 to 89 percent.



PASS ADVANCED RATES

Table 1 shows the adjusted overall combined division pass advanced rates for SOL assessments administered over the last five years. Scaled scores between 500 and 600 are considered pass advanced. Although one of our goals is to achieve a high passing rate, we continue to work toward increasing the number of students scoring in the pass advanced range.

Table 1: Pass Advanced Rates

| <i>Subject Area</i> | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-----------------------------------|------------------|------------------|------------------|------------------|------------------|
| <i>Reading</i> | 16% | 16% | 20% | 18% | 21% |
| <i>Writing</i> | 21% | 22% | 21% | 23% | 26% |
| <i>History and Social Science</i> | 26% | 25% | 23% | 22% | 22% |
| <i>Mathematics</i> | 10% | 16% | 18% | 19% | 18% |
| <i>Science</i> | 13% | 13% | 12% | 15% | 14% |

Overall pass advanced rates have followed a similar pattern to the overall passing rate of an assessment. When overall passing rates decrease, most pass advanced rates decreased. When the overall pass rates have remained steady, so have the pass advanced rates. The pass advanced rates in reading and writing showed the largest increases from last year, each with a 3 percentage-point gain while mathematics showed the largest gain from five years ago with an 8 percentage-point gain.

PASSING RATES FROM GRADES 3 TO GRADE 7

Table 2 represents SOL reading passing rates comparing the grade 3 overall passing rate in 2012-2013 to the grade 7 overall passing rate in 2016-2017. The passing rates are derived from all students who participated in the listed grade level assessment in the year identified. Adjustments were not made to include only the students who were in attendance during all of the listed years and does not remove students who transferred in and out of the division during this time span. When comparing these reading data, test passing rates dipped in grade 4 and again in grade 6, however increased 11 percentage points from grade 3 to grade 7.

Table 2: Pass Rates Over Time - Reading

| Year | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Percentage Point Change from 2012-2013 |
|---------------------|------------------|------------------|------------------|------------------|------------------|-----------------------------------------------|
| Test | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | |
| Passing Rate | 77% | 74% | 84% | 82% | 88% | 11 |

Table 3 represents SOL mathematics passing rates comparing the grade 3 overall passing rate in 2012-2013 to the grade 7 overall passing rate in 2016-2017. The passing rates are derived from all students who participated in the listed grade level assessment in the year identified. Adjustments were not made to include only the students who were in attendance during all of the listed years. Students in grade 6 may participate in several different level mathematics assessments (grade 6, pre-algebra, or Algebra I); the grade 6 data contains only data for students who took the grade 6 test. Subsequently, the same is true for the grade 7 data, the grade 7 data represents only students who took the grade 7 test. When comparing these data, passing rates at the elementary school level increased 10 percentage points from grade 3 to grade 5. When comparing the grade 6 test to the grade 7 test, passing rates decreased 12 percentage points.

Table 3: Pass Rates Over Time - Mathematics

| Year | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Percentage Point Change from 2012-2013 |
|---------------------|------------------|------------------|------------------|------------------|------------------|-----------------------------------------------|
| Test | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | |
| Passing Rate | 74% | 84% | 84% | 84% | 72% | -2 |

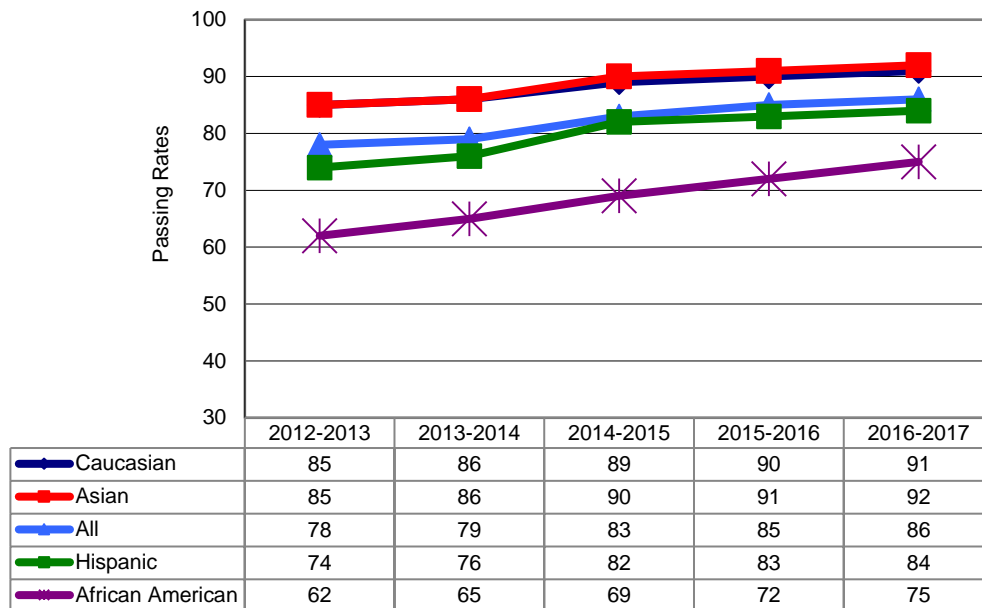
FIVE-YEAR PASSING RATES BY ETHNICITY REPORTING GROUPS

In addition to looking at overall passing rates and pass advanced rates, it is important to disaggregate SOL data by identified reporting groups. The ethnicity reporting groups identified for review are Caucasian, Asian, Hispanic, and African American. The pass rate for “All Students” reporting group is included for comparison purposes. Data will be presented in this document for combined reading, writing, mathematics, history, and science for the past five years.

Reading

As noted in Figure 11, all ethnicity reporting groups showed growth in each of the reporting years. The African American reporting group showed the largest increase from last year (3 percentage points), while the other ethnicity reporting groups each showed a 1 percentage-point gain. When comparing the four largest ethnicity reporting groups, the passing rate for the African American group showed the largest increase over the past 5 years with a 13 percentage-point increase since 2012-2013.

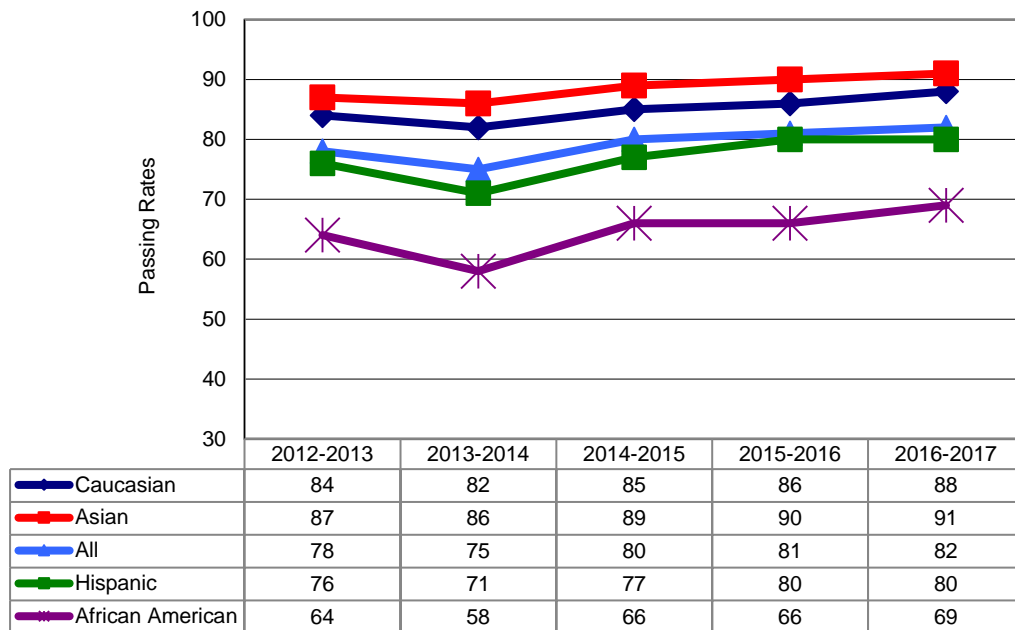
**Figure 11: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Reading**



Writing

As noted in Figure 12, with the exception of the 2013-2014 testing year, each ethnicity reporting group showed an increase for each of the five years. The African American reporting group showed the largest increase from last year (3 percentage points), while the other ethnicity reporting groups showed either no change or a 1 to 2 percentage-point gain. When comparing the four largest ethnicity reporting groups, the passing rate for the African American reporting group showed the largest increase from 2012-2013 with a 5 percentage-point gain.

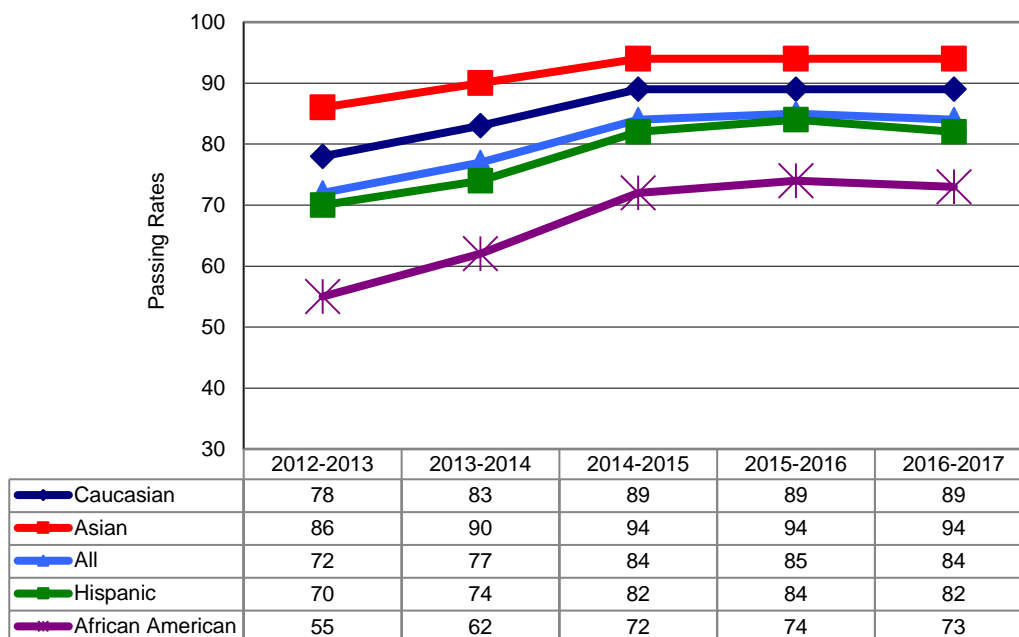
**Figure 12: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Writing**



Mathematics

As noted in Figure 13, mathematics passing rates increased for all ethnicity reporting groups from five years ago ranging from 8 to 18 percentage points. Each of the ethnicity reporting groups have shown stable passing rates over the past 3 years (each either remaining the same from last year or showing a decrease ranging from 1 to 2 percentage points). When comparing the four largest ethnicity reporting groups, the passing rate for the African American reporting group showed the largest increase from 2012-2013 with an 18 percentage-point gain.

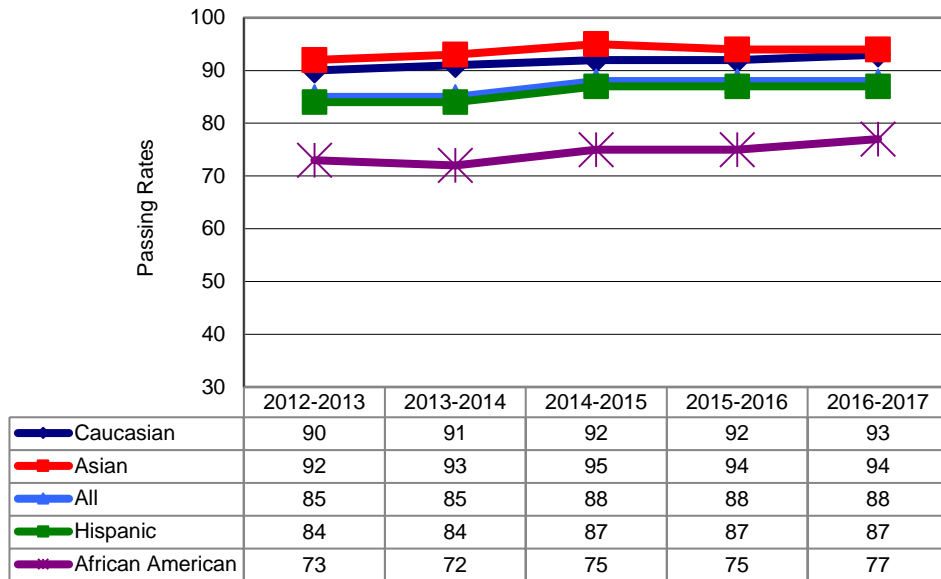
**Figure 13: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Mathematics**



History

The overall history passing rate for all ethnicity reporting groups remained relatively stable over the past five years as noted in Figure 14. In 2016-2017, the passing rate for most reporting groups remained the same while the passing rate for the Caucasian and African American reporting groups increased by 1 and 2 percentage points respectively.

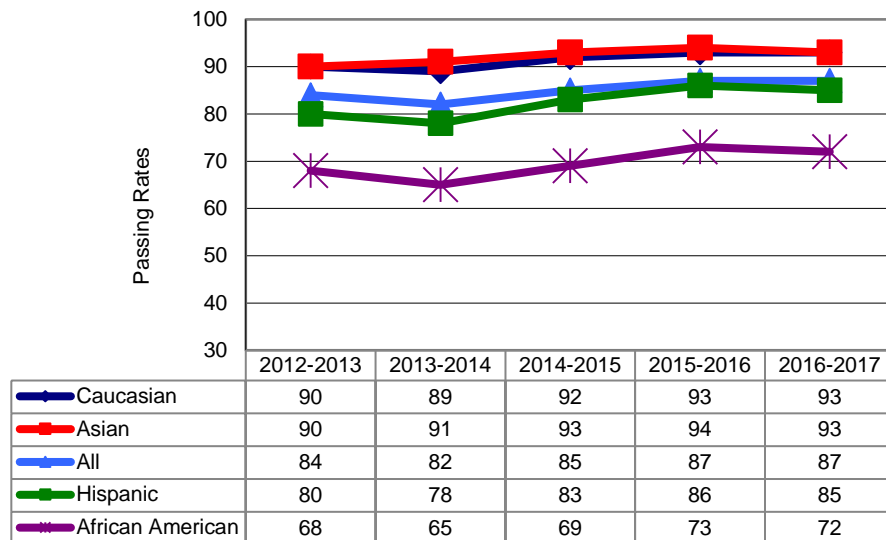
**Figure 14: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - History**



Science

The overall science passing rate for all ethnicity reporting groups remained relatively stable from last year, however showed an increase from five years ago as noted in Figure 15. The Hispanic reporting group showed the largest increase from five years ago (5 percentage points) followed by the African American reporting group (4 percentage points).

**Figure 15: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Science**



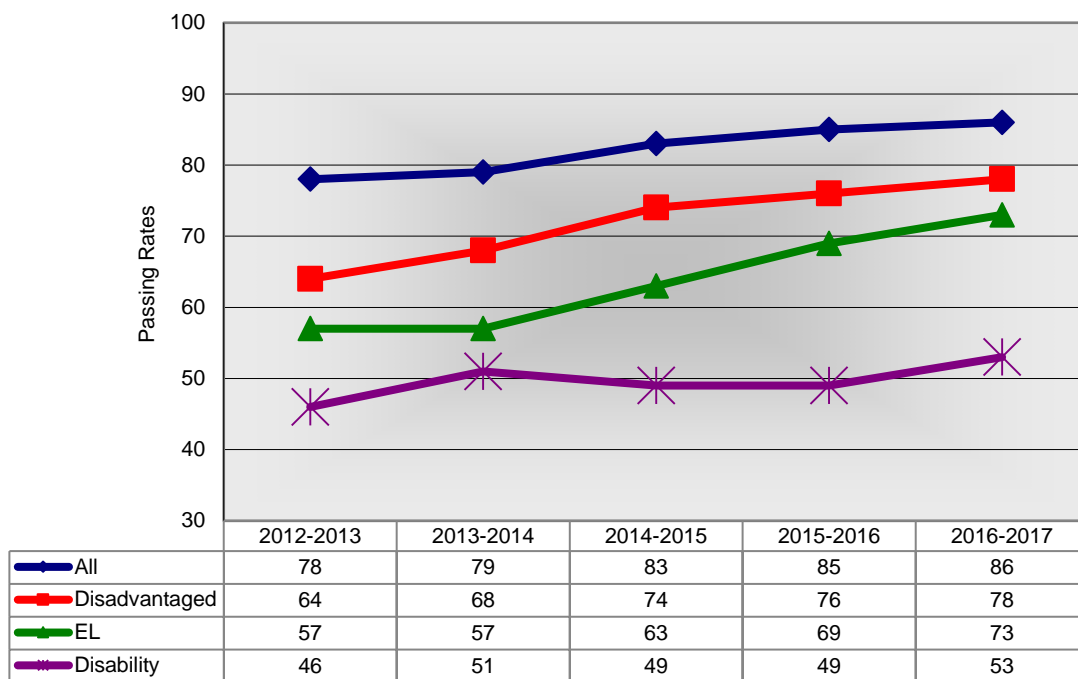
FIVE-YEAR PASSING RATES BY OTHER REPORTING GROUPS

In addition to ethnicity, it is necessary to closely monitor student performance for other reporting groups which include students with disabilities (Disability), students identified as economically disadvantaged (Disadvantaged), and students identified as English learners (EL). The pass rate for the “All Students” reporting group is included for comparison purposes. Data will be presented in this document for combined reading, writing, mathematics, history, and science for the past five years.

Reading

As noted in Figure 16, the reading passing rates for all reporting groups increased from five years ago ranging from 7 to 16 percentage points and from last year ranging from 2 to 4 percentage points. The reading passing rates for the students with disabilities reporting group continue to fall below the passing rates of other reporting groups.

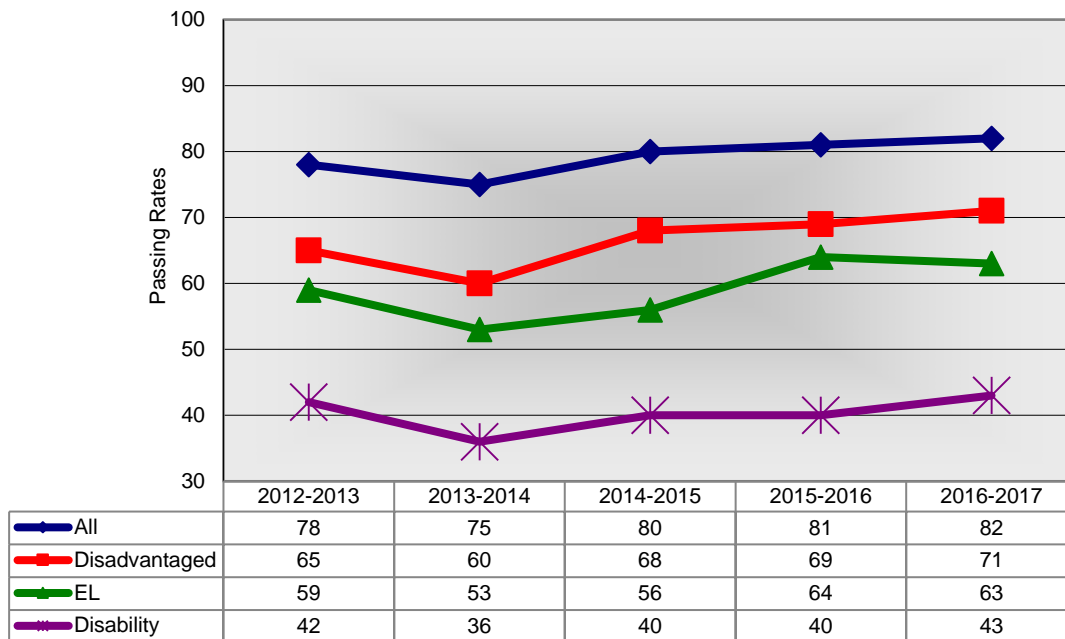
**Figure 16: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Reading**



Writing

As noted in Figure 17, the writing passing rates for all reporting groups increased from five years ago ranging from 1 percentage point to 6 percentage points. The economically disadvantaged and students with disabilities reporting groups increased from last year 2 and 3 percentage points respectively. The English learner reporting group showed a 1 percentage-point decrease from last year.

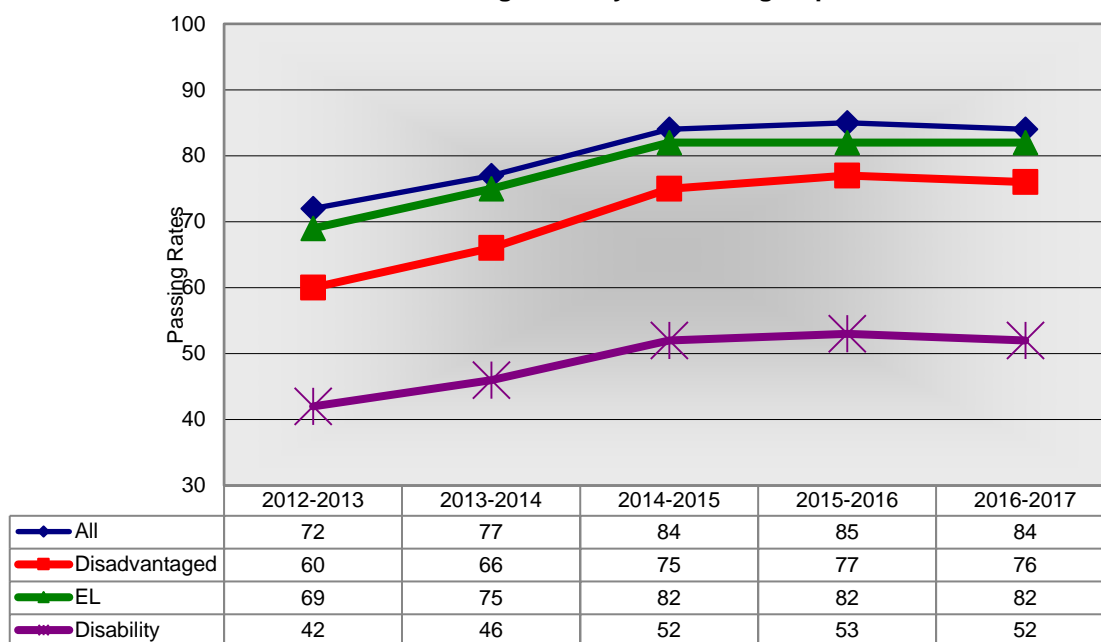
**Figure 17: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Writing**



Mathematics

As noted in Figure 18, the mathematics passing rates for all reporting groups increased from five years ago ranging from 10 to 16 percentage points. The passing rates from last year either remained the same or showed a 1 percentage-point decrease. The English learner reporting group remained the same.

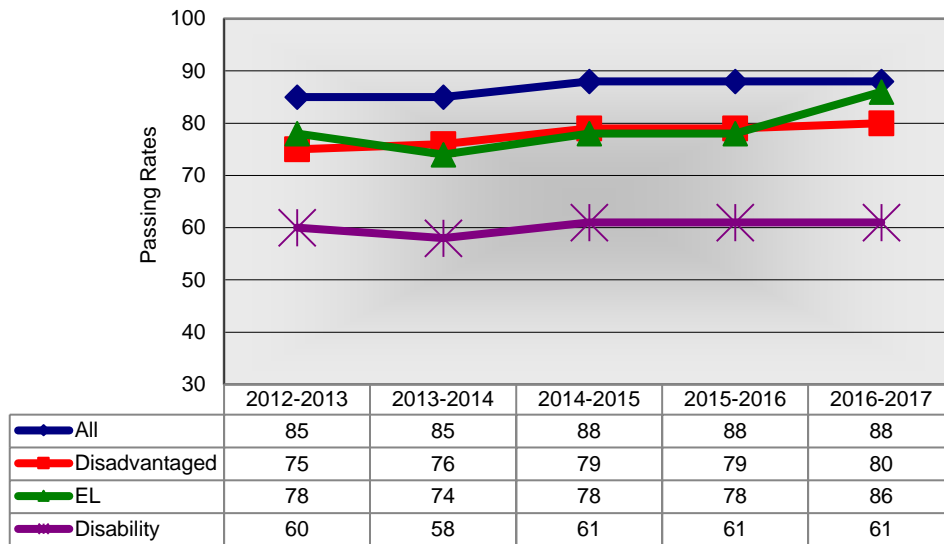
**Figure 18: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Mathematics**



History

As noted in Figure 19, the history passing rates for all reporting groups increased from five years ago ranging from 1 percentage point to 8 percentage points. The economically disadvantaged and English learner reporting groups increased from last year 1 percentage point and 8 percentage points respectively. The students with disabilities reporting group has remained the same for the past three years.

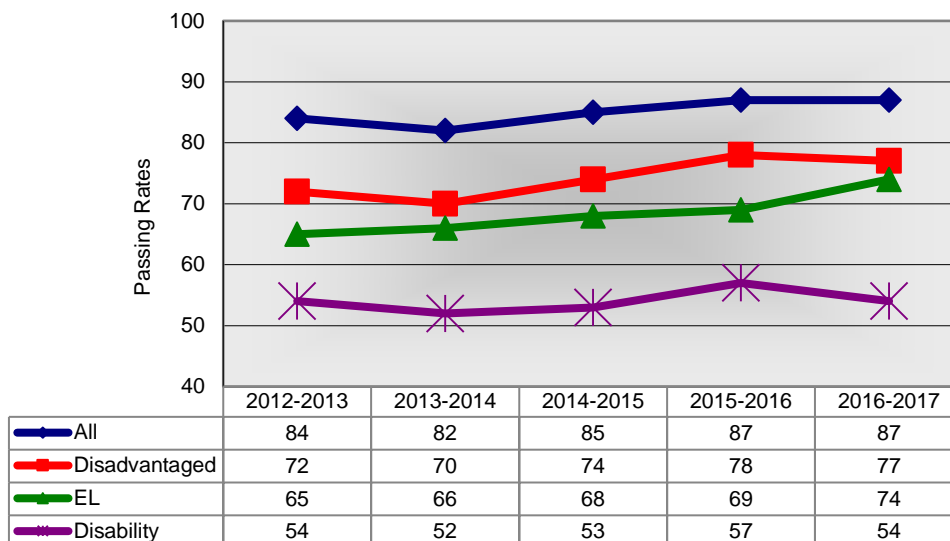
**Figure 19: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - History**



Science

As noted in Figure 20, the science passing rates for the economically disadvantaged and English learner reporting groups showed increases from five years ago (5 and 9 percentage points respectively). While the English learner reporting group showed a 5 percentage-point increase from last year, the economically disadvantaged and students with disabilities reporting groups showed decreases (1 percentage point and 3 percentage points respectively).

**Figure 20: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Science**



SUMMARY

When looking at the overall division passing rates by grade level/test and by reporting group, increases were shown across most grade levels/tests and most reporting groups over the past five years and from last year. Overall, the largest increases have been in the area of mathematics which increased 12 percentage points from five years ago. Grades 7 and 8 mathematics and Algebra II all showed a 19 percentage-point increase from five years ago.

The largest gains when looking at ethnicity subgroups over the past five years was for the African American reporting group in the areas of mathematics and reading with 18 and 13 percentage-point gains respectively. The largest gain when reviewing data for the other monitored reporting groups was for the English learner reporting group with a 16 percentage-point gain in reading and the economically disadvantaged reporting group with a 16 percentage-point gain in mathematics from five years ago. Although we continue to see increases in reporting group performance, achievement gaps remain particularly for the African American and the students with disabilities reporting groups.

Aaron C. Spence, Ed.D., *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, Virginia 23456-0038

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For further information, please call (757) 263-1075.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1030 (voice); fax 263-1131; 263-1240 (TDD) or email Tracy LaGatta at Tracy.Lagatta@vbschools.com.

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Virginia Beach City Public Schools.
September 2017



Subject: Title IV Grant **Item Number:** 13C

Section: Information **Date:** October 10, 2017

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

James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Prepared by: Monica Robinson, Ed.D., K-12 Academic Support Programs Coordinator, Teaching and Learning

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

Recommendation:

That the School Board receive notification that the administration intends to apply for the following federal grant for the 2017-2018 school year.

Title IV, Part A, Student Support and Academic Enrichment Grant (SSAE): Increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), 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. (ESEA section 4101).

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 is the anticipated application amount and a brief description of the federal grant program.

Source:

Every Student Succeeds Act

Budget Impact:

Funds from the Title IV, Part A, will provide revenues for additional resources for schools and the division with an anticipated funding level of \$298,029.15.



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 Enrichments Grants
Due by November 1, 2017

2017-2018 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 located on the Department of Education's Web site at:

http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml

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 10/24/17 .

Superintendent's Signature

Aaron C. Spence, Ed.D

Superintendent's Name

10/24/17

Date

Board Chairperson's Signature

Beverly M. Anderson

Board Chairperson's Name

10/24/17

Date

Application Submission, Approval, and LEA Expenditure of Funds: This applications for Federal Funds is due by November 1, 2017. 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

| ELIGIBLE PROGRAM | | 2017 - 2018 Allocation Total |
|-------------------------------------------------------------------------------|--|-----------------------------------------|
| Title IV, Part A, Student Support and Academic Enrichments Grants | | 298,029.15 |
| Transferability (funds transferred from Title IV, Part A) | | |
| Transferability (funds transferred to Title IV, Part A from Title II, Part A) | | |
| Total Allocation Available for Title IV, Part A | | 298,029.15 |

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: | |
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| 8. | Revision | <input type="checkbox"/> | Date: | |
| | Amendment | <input type="checkbox"/> | Date: | |

B. PROGRAM OVERVIEW (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 must provide only one of the area of academic achievement 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 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.

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 curriculum is aligned to the Virginia Standards of Learning in order to meet annual measurable objectives in English, mathematics, science and history. The Title IV, Part A, program will support the opportunity for a rigorous Advanced Placement curriculum for all students. Title IV funds will be used to pay for Advanced Placement assessment fees for students. Recipients of these funds were selected using low-income data. Title IV, Part A, funds will also be used to ensure a safe and healthy learning environment for the students in the division. Using discipline data of offenses against teachers and students as well as the instances of physical, verbal, or cyber bullying, funds will support training to decrease these offenses.

Funds to secure a safe and healthy learning environment will be used to promote training in Positive Behavioral Interventions and Supports (PBIS), a program focusing on proactive strategies to ensure students are in an environment that allows them to achieve social, emotional and academic success. Using division graduation and dropout data, a graduation lab will be created to support high schools with the largest number of low income students. The technology in the graduation lab and the full time staff member will assist with getting students on track for on-time graduation. Finally, at home Wi-Fi access through the Kajeet program will ensure digital equity for underserved students.

B. PROGRAM OVERVIEW (CONTINUED)

School Division VA BEACH CITY PUBLIC SCHOOLS

Division Number:

128

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 free of charge.

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 were selected based on graduation rates and percentages of students with low socio-economic 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.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.

A successful learning environment is one where students feel safe and secure. Often times, an unsafe learning environment is the result of bullying that takes place in the school building or online. Funds from this area of the grant will be used to increase awareness of the negative social and emotional impact of school bullying. Teachers and administrators will have the opportunity to attend a national conference on bullying prevention or Positive Behavioral Interventions and Supports (PBIS). The knowledge gained from attending the conference will be shared both in their buildings and throughout the district. Bullying prevention and healthy living require the assistance of parents and guardians as well, and VBCPS will hold family outreach sessions. Materials such as books and brochures will be provided.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.

Digital equity is important to VBCPS. Many of our schools attempt to provide one to one devices for learning in the form of laptops, chrome books and Ipads. These resources are provided to students for instructional use in the classroom and at home. Unfortunately, the district has discovered that many students do not have Wi-Fi access at home, thus creating an inequity in the ability to use these devices for research, homework, and extended learning after school. Funds allocated for supporting the effective use of technology will be used to supply students with a Kajeet Wi-Fi device and the usage fee associated with the device. Students receiving the device are expected to respond to two surveys throughout the year based on the usage of the device. Students will be required to complete a contract accompanying the device outlining expectations to include the student maintaining a grade of 70 percent or higher in all core classes. Usage of the device will be monitored on an administrator's portal. Finally, on time graduation often ensures that students are

A portion of the funds in this area will be used to provide technology for a district-wide graduation lab that will provide tutoring, online learning, and extended support for students who are in danger of missing on-time graduation.

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.

VBCPS will monitor the effective technology used in the graduation lab by taking daily attendance of students participating in the graduation lab program and by monitoring grades and standardized scores of participants. The effectiveness will be illustrated by the number of participants successfully passing courses and standardized assessments, as well as, improvement in the overall graduation rates for schools utilizing the graduation lab.

The effectiveness of the portable Wi-Fi devices will be monitored and determined by the number of students on free and reduced lunch who actively use the at-home Wi-Fi and who are able to maintain passing grades in core classes. Parent and student surveys will provide anecdotal information regarding the impact of the service.

The effectiveness of paying for AP exams will be evaluated through an increase in the number of recipients of free and reduced lunch who take an AP exam.

Professional development supporting safe and healthy schools will be evaluated through its impact of disciplinary infractions in participating schools.

Family engagement activities will provide an opportunity to share data and strategies for supporting a safe and healthy lifestyle both in school and at home. Records of attendance will reflect the number family members participating in these activities.

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 will work 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 provide strategic support.

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 and a healthy lifestyle. The program will 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 also 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 program to ensure that supported schools have access to evidenced-based strategies and materials that have been successful under the Title I 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.

Measurable Objective 1:

The percentage of free and reduced lunch recipients taking an Advanced Placement (AP) exam will increase by 5 percent. In the 2016-2017 SY, 1,750 free and reduced lunch recipients took an Advanced Placement exam. Increasing this number by 5 percent will ensure that over 88 additional students have access to an Advanced Placement course.

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

College and career readiness is integral to future success. One of the major underpinnings of the AP program is that the students who take and pass the AP test are more likely to have success later in life, high school, college, and 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 appear to increase each year, there are still glaring 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. Paying all AP exams fees for students who receive free and reduced lunch will reduce this gap and increase the access to rigorous courses.

Measurable Objective 2:

There will be an increase in high school graduation rates for the 2017-2018 school year by 1 percent. In SY 2016-2017, 91.3 percent of VBCPS students graduated on time. With an increase of 1 percent, the division will increase that number to 92.3 percent.

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

Studies show that students who take AP courses in high school, stand out in college admissions, 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 college and career ready upon graduation.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

The number of bullying and other offenses against another person will decrease by 5 percent from 3,531 in 2016-2017 to 3,354 in 2017-2018.

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

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 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

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 | Does Budget Summary match Detail Budget? | |
|------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|------------------------------------|------------------|--------------------------------------------------------------------------------------------------|-----|
| 1000 - Personal Services | Administration | | | | Yes | |
| | Teachers | 53,000.00 | | | | |
| | Paraprofessionals | | | | | |
| | Other | 1,000.00 | 30,176.00 | | | |
| | Private School Set-Asides | | | | | |
| | Total Personal Services | 54,000.00 | 30,176.00 | 0.00 | | |
| 2000 - Employee Benefits | Fixed Charges Administrative | | | | Yes | |
| | Fixed Charges Instruction | 21,947.80 | 2,308.46 | | | |
| | Private School Set-Asides | | | | | |
| | Total Employee Benefits | 21,947.80 | 2,308.46 | 0.00 | | |
| 3000 - Purchased/ Contracted Services | Supportive Services (Med., Dental) | | | | Yes | |
| | Evaluation Services | | | | | |
| | Professional Development | | 26,000.00 | | | |
| | Other | 95,000.00 | 1,932.65 | 9,000.00 | | |
| | Private School Set-Asides | 4,000.00 | | | | |
| | Total Purchased/Contracted Services | 99,000.00 | 27,932.65 | 9,000.00 | | |
| 4000 - Internal Services | Pupil Transportation | | | | Yes | |
| | Food Services | | | | | |
| | Other | | | | | |
| | Private School Set-Asides | | | | | |
| | Total Internal Services | 0.00 | 0.00 | 0.00 | | |
| 5000 - Other Charges | Travel (Staff/Administrative) | | 10,000.00 | | Yes | |
| | Indirect Cost | 1,905.27 | 1,790.81 | 552.00 | | |
| | Other | | | | | |
| | Private School Set-Asides | 3,000.00 | | | | |
| | Total Other Charges | 4,905.27 | 11,790.81 | 552.00 | | |
| 6000 - Materials and Supplies | Administrative | 91.80 | | | Yes | |
| | Instructional | 3,346.50 | 4,200.00 | 23,000.00 | | |
| | Private School Set-Asides | | | 5,777.86 | | |
| | Total Materials and Supplies | 3,438.30 | 4,200.00 | 28,777.86 | | |
| 8000 - Capital Outlay | Equipment for Instruction | | | | Yes | |
| | All Other Equipment | | | | | |
| | Total Capital Outlay | 0.00 | 0.00 | 0.00 | | |
| TOTAL SUBGRANT BUDGET | | 183,291.37 | 76,407.92 | 38,329.86 | | |
| Is the allocation \$30,000 or greater? If "yes", mandatory distribution of allocation applies. | | yes | | | | |
| | | Requirement Met | Requirement Met | Requirement Met | If allocation is \$30,000 or greater, does the allocation met minimum requirement for each area? | |
| TOTAL ALLOCATION | | | 298,029.15 | | Does Total Allocation equal sum of detailed budget? | Yes |

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

F. DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 12.

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. Workshop pay will be provided to staff participating in division sponsored PLCs outside of the school day.

| Item Description | Supported Area/Activity | FTEs | Total Cost |
|------------------------------------------------------------|---------------------------|------|------------|
| Full-time staff member to support the graduation lab | Well Rounded Students | 1 | 53,000.00 |
| Substitutes: division-sponsored Professional Learning | Safe and Healthy Students | 0 | 15,000.00 |
| Substitutes: school-sponsored Professional Learning | Safe and Healthy Students | 0 | 10,800.00 |
| Substitutes: graduation lab FTE | Well Rounded Students | 0 | 1,000.00 |
| Workshop pay (attendees/instructors) PBIS and Bullying PLC | Safe and Healthy Students | 0 | 4,376.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| Total for Object Code: | | 1.0 | 84,176.00 |

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 16.32%, VRS RHIC at 1.23%, Health at \$7,821 per FTE, and Life at 1.31%.

| Item Description | Supported Area/Activity | Total Cost |
|--------------------------------------------------------------------------|---------------------------|------------|
| Fringe Benefits for graduation lab teacher | Well Rounded Students | 21,871.30 |
| Fringe Benefits for substitutes-division sponsored Professional Learning | Safe and Healthy Students | 1,147.50 |
| Fringe Benefits for substitutes-school sponsored Professional Learning | Safe and Healthy Students | 826.20 |
| Fringe Benefits for substitute- graduation lab FTE | Well Rounded Students | 76.50 |
| Fringe Benefits for workshop pay (attendees/instructors) | Safe and Healthy Students | 334.76 |
| | | |
| | | |
| | | |
| Total for Object Code: | | 24,256.26 |

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in this application. 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.

- (A) Teachers and staff members will participate in professional development activities designed to decrease bullying and other school disruptions and to support a positive social and emotional learning environment. Title IV, Part A, funds will be used to support professional development outside of the school division through conferences.
- (B) Title IV, Part A, funds will pay for AP assessment fees for all high school students receiving free and reduced lunch.
- (C) Title IV, Part A, funds will be used to supply food for parent engagement meetings and activities.
- (D) Title IV, Part A, will be used to support Wi-Fi service for the Kajeet smartspot.
- (E) Funds will be used to provide equitable services to participating private schools.

| Item Description | Supported Area/Activity | Total Cost |
|----------------------------------------------------------------------------------------|---------------------------|------------|
| PD for conferences outside of the division (registration, travel, accomodations, etc.) | Safe and Healthy Students | 26,000.00 |
| Professional development for private schools | Well Rounded Students | 4,000.00 |
| College Board Advanced Placement Assessment Fees | Well Rounded Students | 95,000.00 |
| Service to support Kajeet devices | Technology | 9,000.00 |
| Food for division sponsored parent engagement events | Safe and Healthy Students | 1,932.65 |
| | | |
| | | |
| | | |
| Total for Object Code: | | 135,932.65 |

JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000

If program funds are expended for internal services, describe these services below.

| Item Description | Supported Area/Activity | 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. If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

Title IV, part A, funds will be used for travel outside of the division for teachers, administrators, and staff supporting safe and healthy schools. Professional development guidelines are established to ensure trainings are used to build capacity in schools. Participants in professional development activities will be expected to share ideas learned that will benefit not only those who attend the conferences, but all teachers and staff within their buildings. Division-based staff participating in professional development will share ideas learned during division-based conferences.

Funds will also be used to provide equitable services to participating private schools.

| Item Description | Supported Area/Activity | Total Cost |
|--------------------------------------------------------------------------------------|---------------------------|------------|
| PD for conferences outside of the division (registration, travel, accomodations etc) | Safe and Healthy Students | 10,000.00 |
| Professional development travel for private schools | Well Rounded Students | 3,000.00 |
| Indirect cost @ 2.4%, not to exceed 2.0 administrative cap | Well Rounded Students | 1,905.27 |
| Indirect cost @ 2.4%, not to exceed 2.0 administrative cap | Safe and Healthy Students | 1,790.81 |
| Indirect cost @ 2.4%, not to exceed 2.0 administrative cap | Technology | 552.00 |
| | | |
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| | | |
| Total for Object Code: | | 17,248.08 |

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

- (A) Instructional materials and supplies to support safe and healthy schools and family engagement.
- (B) Administrative program supplies.
- (C) Technology to support the graduation lab.
- (D) Materials and supplies to support the graduation lab.
- (E) Materials to support social and emotional development.
- (F) Technology to promote the digital equity program, Kajeet, a program that provides at home Wi-Fi to students who do not have access.
- (G) Funds will be used to provide equitable services to participating private schools.

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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 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.

| Item Description | Supported Area/Activity | Quantities | Total Cost |
|------------------------|-------------------------|------------|------------|
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| | | | |
| 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:

- 1000 PERSONAL SERVICES** - 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. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 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. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; the term "fee" is preferred. Online subscriptions and site licenses are included in this object code. Food purchases: working meals 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.
- 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** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, conference registrations and fees, leases/rental, indirect cost, and other. Food purchases: travel reimbursement for meals is included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

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 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.

7000 PAYMENT TO JOINT OPERATIONS - *For Annual School Report purposes only.* (Not used in application budgets or request for reimbursements)

8000 CAPITAL OUTLAY - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

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/esca/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, Transfer-ability | Title IV, Part A, Transfer-ability | Title II, Part A, Transfer-ability | Title IV, Part A, Transfer-ability | Title II, Part A, Transfer-ability | Title IV, Part A, Transfer-ability | Title IV, Part A, Transfer-ability | EL | | IY | | | |
| Title II, Part A, Transfer-ability | | | | | | | | Title IV, Part A, Transfer-ability | Title II, Part A, Transfer-ability | Title IV, Part A, Transfer-ability | Title II, Part A, Transfer-ability | Title IV, Part A, Transfer-ability | Title II, Part A, Transfer-ability |
| Amount Transferred to Program | | | | | | | | | | | | 0.00 | |
| OBJECT | | | | | | | | | | | | | |
| 1000 - Personal Services | | | | | | | | | | | | | |
| Administration | | | | | | | | | | | | 0.00 | |
| Teachers | | | | | | | | | | | | 0.00 | |
| Paraprofessionals | | | | | | | | | | | | 0.00 | |
| Priority Schools, if applicable | | | | | | | | | | | | | |
| Focus Schools, if applicable | | | | | | | | | | | | | |
| Private School Set-Aside | | | | | | | | | | | | 0.00 | |
| Parental Involvement | | | | | | | | | | | | | |
| 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 | |
| Fixed Charges (Priority Schools, if applicable) | | | | | | | | | | | | | |
| Fixed Charges (Focus Schools, if applicable) | | | | | | | | | | | | | |
| Private School Set-Aside | | | | | | | | | | | | 0.00 | |
| Fixed Charges (Parental Involvement) | | | | | | | | | | | | | |
| 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 | |
| Priority Schools, if applicable | | | | | | | | | | | | | |
| Focus Schools, if applicable | | | | | | | | | | | | | |
| Parental Involvement | | | | | | | | | | | | | |
| 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 | |
| 4000 - Internal Services | | | | | | | | | | | | | |
| Public School Choice Transportation | | | | | | | | | | | | | |
| Pupil Transportation | | | | | | | | | | | | 0.00 | |
| Food Services | | | | | | | | | | | | 0.00 | |
| Priority Schools, if applicable | | | | | | | | | | | | | |
| Focus Schools, if applicable | | | | | | | | | | | | | |
| Private School Set-Aside | | | | | | | | | | | | 0.00 | |
| Parental Involvement | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | 0.00 | |
| Total Internal Services | | | | | | | | | | | | 0.00 | |
| 5000 - Other Charges | | | | | | | | | | | | | |
| Travel (Staff/Administrative) | | | | | | | | | | | | 0.00 | |
| Indirect Cost | | | | | | | | | | | | 0.00 | |
| Priority Schools, if applicable | | | | | | | | | | | | | |
| Focus Schools, if applicable | | | | | | | | | | | | | |
| Private School Set-Aside | | | | | | | | | | | | 0.00 | |
| Parental Involvement | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | 0.00 | |
| Total Other Charges | | | | | | | | | | | | 0.00 | |
| 6000 - Materials and Supplies | | | | | | | | | | | | | |
| Administrative | | | | | | | | | | | | 0.00 | |
| Instructional | | | | | | | | | | | | 0.00 | |
| Priority Schools, if applicable | | | | | | | | | | | | | |
| Focus Schools, if applicable | | | | | | | | | | | | | |
| Private School Set-Aside | | | | | | | | | | | | 0.00 | |
| Parental Involvement | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | |
| Total Materials and Supplies | | | | | | | | | | | | 0.00 | |
| 8000 - Capital Outlay | | | | | | | | | | | | | |
| Equipment for Instruction | | | | | | | | | | | | 0.00 | |
| Buildings | | | | | | | | | | | | | |
| Remodeling | | | | | | | | | | | | | |
| Professional Development | | | | | | | | | | | | 0.00 | |
| Parental Involvement | | | | | | | | | | | | | |
| All Other Equipment | | | | | | | | | | | | 0.00 | |
| Total Capital Outlay | | | | | | | | | | | | 0.00 | |
| TOTAL BUDGET | | | | | | | | | | | | 0.00 | |
| Does Budget Match Amount Transferred to Program? | | | | | | | | | | | | Yes | |

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 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.

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)

Email

3. What is the public school division's projected K-12 enrollment for the 2017-2018 school year? 66,920

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 | \$ 4,339.88 |
| c. Amount to use for set-aside calculations | \$ 293,689.27 |

5. 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 **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 **2017-2018 award year**.
- In Column E, indicate the method of notification for each private school.

6. For the 2017-2018 award year, enter the estimated private school-set aside below (Cell J87) on the Budget Tab 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.

| | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Value of services for participating private schools - from 2017-2018 allocation | Total Value of Services for Public Schools from 2017-2018 allocation |
| \$12,777.86 | \$285,251.29 |

| A | B | C | D | E |
|-------------------------------------------------|---------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Private Schools | Participation Status for 2017-2018 award year? (Yes/No) | K-12 Enrollment | Estimated Value of Services from 2017-2018 allocation, per school (calculated field) | Method of Notification (for non-participating schools only) |
| All Saints Day School | No | | 0.00 | no response from certified letter |
| Anchor Christian School | No | | 0.00 | no response from certified letter |
| Atlantic Shores Christian School | Yes | 367 | 1,540.56 | |
| A World of Children | No | | 0.00 | no response from certified letter |
| Back Bay Christian Academy | No | | 0.00 | no response from certified letter |
| Barefoot Kids Christian Day School | No | | 0.00 | no response from certified letter |
| Bayside Presbyterian Preschool and Kindergarten | No | | 0.00 | no response from certified letter |

| | | | | |
|--------------------------------------------------|------|---------------|-----------|-----------------------------------|
| Beach Montessori Christian Academy | No | | 0.00 | no response from certified letter |
| Beach Manor School | No | | 0.00 | no response from certified letter |
| Bellamy Manor School | No | | 0.00 | no response from certified letter |
| Bishop Sullivan Catholic School | Yes | 479 | 2,010.71 | |
| Broadway Manor School | No | | 0.00 | no response from certified letter |
| Bullfrogs and Butterflies Preschool&Kindergarten | No | | 0.00 | no response from certified letter |
| Cape Henry Collegiate School | No | | 0.00 | no response from certified letter |
| Chesapeake Bay Academy | Yes | 101 | 423.97 | |
| Coastal Christian Academy | No | | 0.00 | no response from certified letter |
| Courthouse Academy | No | | 0.00 | no response from certified letter |
| Courthouse Montessori School | No | | 0.00 | no response from certified letter |
| Enoch Christian Academy | Yes | 17 | 71.36 | |
| Forever Young Montessori School | No | | 0.00 | no response from certified letter |
| Friends School Virginia Beach | Yes | 136 | 570.89 | |
| Galilee Montessori School | No | | 0.00 | Faxed notification |
| Gateway Christian School | No | | 0.00 | no response from certified letter |
| The Goddard School | No | | 0.00 | no response from certified letter |
| Great Neck Preschool and Kindergarten | No | | 0.00 | no response from certified letter |
| Hebrew Academy | Yes | 79 | 331.62 | |
| Holy Family Day School | No | | 0.00 | no response from certified letter |
| Hope Lutheran School | No | | 0.00 | no response from certified letter |
| Ivy League School | No | | 0.00 | no response from certified letter |
| Kids of Grace Preschool & Kindergarten | No | | 0.00 | no response from certified letter |
| Kids Town Learning Center | No | | 0.00 | no response from certified letter |
| Kings Grant Academy and Day School | No | | 0.00 | no response from certified letter |
| Kempsville Child Development Center | No | | 0.00 | no response from certified letter |
| Kempsville Presbyterian Church Day School | No | | 0.00 | no response from certified letter |
| London Bridge Baptist Preschool& Kindergarten | No | | 0.00 | no response from certified letter |
| Montessori Academy Virginia | No | | 0.00 | no response from certified letter |
| New Light Baptist School of Excellence | No | | 0.00 | no response from certified letter |
| Norfolk Christian School-Virginia Beach Campus | Yes | 72 | 302.24 | |
| Oak Tree Academy | Yes | 178 | 747.19 | |
| Old Donation Episcopal Day School | No | | 0.00 | no response from certified letter |
| Plaza Baptist Christian | No | | 0.00 | no response from certified letter |
| Primrose School of Virginia Beach | No | | 0.00 | no response from certified letter |
| Rainbow Station Virginia Beach | No | | 0.00 | no response from certified letter |
| Rivermont School of Tidewater | Yes | 64 | 268.65 | |
| Rollingwood Academy | No | | 0.00 | no response from certified letter |
| St. Gregory the Great Catholic School | Yes | 610 | 2,560.61 | |
| St. John the Apostle Catholic School | Yes | 297 | 1,246.72 | |
| St. Matthew's Catholic School | Yes | 503 | 2,111.45 | |
| Star of the Sea Catholic School | Yes | 141 | 591.88 | |
| Stratford Preschool | No | | 0.00 | no response from certified letter |
| Sunnybrook Day School | No | | 0.00 | no response from certified letter |
| Tabernacle Baptist | No | | 0.00 | no response from certified letter |
| Tidewater Classical Academy | No | | 0.00 | no response from certified letter |
| | | | 0.00 | |
| | | | 0.00 | |
| | | | 0.00 | |
| | | | 0.00 | |
| Per Pupil Expenditure (calculated field): | 4.20 | Total Private | 12,777.86 | |

Use this figure
for private
school set-asides
in 2017-2018
budget

***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
Enrichments Grants**

Individual Application
Guidelines ♦ Instructions ♦ Assurances

**Application Submission Date:
November 1, 2017**

**ESEA Grant Award Period:
July 1, 2017 – September 30, 2018**

**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 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 Wednesday, November 1, 2017; 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 9-11.

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.

Additional information on revisions or amendments submission is available in the OMEGA modules located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

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, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019, to encumber 2017-2018 funds.
- Final reimbursements must be submitted to the Department by November 15, 2019. 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: “XXXTitleIVPtA17-18.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 “001TitleIV PtA17-18.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.
- 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 at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.
- All other correspondence should be directed to Dawn Dill, Title IV Specialist, at Dawn.Dill@doe.virginia.gov or at (804) 786-9935; or Diane Jay, Associate Director, at Diane.Jay@doe.virginia.gov or (804) 225-2905.

Instructions for Completing the Application

A. Cover Page (Narrative Tab Pages 1-2)

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. After completing step 1 above, in the far right column labeled “2017-2018 Allocation Total,” enter your school division’s allocation for Title IV, Part A, to be included in the 2017-2018 Individual Application.

B. Program Overview (Narrative Tab Pages 3-7)

In narrative format:

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.
2. Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.
3. Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.
4. Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.
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 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. 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 9-11)

1. In the tables on pages 9-11, 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
4. Time period for performance or assessment.

Examples:

1. By June 2018, 100 percent teachers at designated high-needs schools will participate in bullying prevention training, as evidenced by sign-in sheets.
2. By June 2018, all parents and guardians will be provided with information about child sexual abuse awareness and prevention, as evidenced by materials distributed calendar.

E. Budget Summary (Budget Tab Page 12)

1. In Columns A, B, and C, provide the summary budget for Title IV, Part A, by object codes. The private school set-aside for 2017-2018 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.

F. Detail Budget Breakdown (Budget Tab Pages 13-18)

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 (Page 20)

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.

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 13. 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.

H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 21)

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 Page 21)

- 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:
 - 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 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 2017-2018 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 6: Enter the total Estimated Value of Services Amount on the Budget tab as “Private School Set-Aside” in the appropriate object codes.
- Step 7: On the Detail Budget Breakdown pages, 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

| Overview of Examples of Allowable Uses of Funds – from USED Non-Regulatory Guidance: https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> • Improving access to foreign language instruction, arts, and music education • Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA • 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 • 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 • Strengthening instruction in American history, civics, economics, geography, government education, and environmental education | <ul style="list-style-type: none"> • Promoting community and parent involvement in schools • Providing school-based mental health services and counseling • Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline • Establishing or improving dropout prevention • Supporting re-entry programs and transition services for justice-involved youth • Implementing programs that support a healthy, active lifestyle (nutritional and physical education) • Implementing systems and practices to prevent bullying and harassment • Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse • Establishing community partnerships | <ul style="list-style-type: none"> • Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement • Building technological capacity and infrastructure • Carrying out innovative blended learning projects • Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities • Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology |
| <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: http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf.</p> | | |

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. 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 IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENTS 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: Textbook Adoption: Advanced Placement World History Item Number: 13D1

Section: Information Date: October 10, 2017

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
Rebecca Gurley, Global Studies and World Languages Academy Coordinator

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

Recommendation:

That the School Board review and approve the high school Advanced Placement World History textbook as recommended by the Advanced Placement World History Textbook Adoption Committees for implementation in the fall of 2018.

| Course Title | Textbook | Publisher | Copyright |
|----------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------|-----------|
| Advanced Placement World History | <i>Ways of the World, A Global History</i> , with six-year access to Digital Sources, 3 rd Edition | Bedford/St. Martin's | 2016 |

Background Summary:

The members of the Advanced Placement World History Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the College Board's Advanced Placement World History Curriculum Framework. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, a student representative and a community representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the Advanced Placement World History Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2017.

A negotiation team composed of the Executive Director of Secondary Teaching and Learning, and the Global Studies and World Languages Coordinator communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbook as follows:

| Course Title | Textbook | Copyright | Years in use (including this year) |
|----------------------------------|--------------------------------------------------------------------|-----------|------------------------------------|
| Advanced Placement World History | <i>Traditions and Encounters, AP Edition</i> , 5 th Ed. | 2011 | 6 |

Source:

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

Budget Impact:

Total initial implementation costs:

| Course Title | First-choice Recommendation | Second-choice Recommendation |
|----------------------------------|-----------------------------|------------------------------|
| Advanced Placement World History | \$16,396.65 | \$15,800.25 |



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

TEXTBOOK ADOPTION RECOMMENDATION

ADVANCED PLACEMENT WORLD HISTORY

October 10, 2017

*Department of Teaching and Learning
Global Studies and World Languages Academy
Tallwood High School*



**Global Studies and World Languages Academy
Textbook Adoption
Implementation for Fall 2018**

**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY
ADVANCED PLACEMENT WORLD HISTORY**

| Course(s) | Recommendations | Number Needed | Initial Implementation Cost | Four Year Additional Costs (5%) | Total Implementation Cost |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------|---------------------------------|---------------------------|
| Advanced Placement World History | First Choice: <i>Ways of the World</i> , 3 rd Edition. Strayer & Nelson. Bedford/St. Martin's, 2016. | 105 | \$14,278.95 | \$3,569.75 | \$17,848.70 |
| | Companion Reader <i>Worlds Together, Worlds Apart</i> . Norton, 2016. | 30 (class set) | \$1,200.00 | \$300.00 | \$1,500.00 |
| | <i>Strive for 5</i> . Bedford/St. Martin's, 2016. | 30 (class set) | \$917.70 | \$229.40 | \$1,147.10 |
| | | | \$16,396.65 | \$4,099.15 | \$20,495.80 |
| | Second Choice: <i>Traditions and Encounters, AP Edition</i> , 6 th Edition. Bentley. McGraw-Hill Education, 2017. | 105 | \$14,600.25 | \$3,650.05 | \$18,250.30 |
| | Companion Reader <i>Worlds Together, Worlds Apart</i> . Norton, 2016. | 30 (class set) | \$1,200.00 | \$300.00 | \$1,500.00 |
| | | | \$15,800.25 | \$3,950.05 | \$19,750.30 |



TEXTBOOK ADOPTION TIMELINE

| | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mar. 2017 | <p>Textbook publishers were contacted and requested to supply textbook samples for review.</p> <p>Four social studies instructors were asked to serve on the Textbook Adoption Committee.</p> |
| May 2017 | <p>Teachers were given three textbook samples for the course up for review. A chairperson was appointed, while parents, students and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p> |
| June 2017 | <p>The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.</p> |
| Aug. – Sept. 2017 | <p>The recommended textbooks were placed in the public library and the School Administration Building for public review.</p> |
| Sept. 2017 | <p>Negotiations were conducted with appropriate representatives of the publisher, the GSWLA Coordinator and the executive director of Secondary Teaching and Learning.</p> |
| Sept. 2017 | <p>The GSWLA Coordinator used the recommendations from the committee to prepare the report for the School Board.</p> |



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY
ADVANCED PLACEMENT WORLD HISTORY
TEXTBOOK ADOPTION COMMITTEE**

Committee Chairperson

Rebecca Gurley, Global Studies and World Languages Academy Coordinator

Instructor Representatives

Kathryn LaRoue, AP World History Instructor

Jessica Windish, Global Studies Instructional Leader

Lisa Gibson, Social Studies Instructional Leader

Lisa Walker, Gifted Resource Teacher

Parent Representative

M. Berberich, parent, Global Studies and World Languages Academy

Community Representative

Gail Flax, Retired Social Studies Methods instructor, Old Dominion University

Student Representative

One student from the Global Studies and World Languages Academy



**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY
ADVANCED PLACEMENT WORLD HISTORY
GRADE 10
FIRST-CHOICE RECOMMENDATION**

The Advanced Placement World History Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Ways of the World, A Global History, 3rd Edition. Strayer & Nelson. Bedford/St. Martin's, 2016.

The recommended textbook displays the following strengths:

- Correlates with the *Advanced Placement World History Curriculum Framework* and course objectives.
- Thematic Learning is evident throughout the text.
- Embeds historical thinking skills used by historians throughout the text.
- The narrative style aligns with the College Board AP World History exam.
- Includes test-taking skills that prepare students for the AP exam.
- Provides information in a non-judgmental and unbiased manner.
- Integrates art, architecture, and literature which will enhance students' understanding of cultures, religions, and historical time periods.
- Provides relevant full color photographs, maps, and timelines that will extend student understanding of subject matter.
- Organized in a logical manner that will facilitate student study. Brief Table of Contents and Table of Contents lay out a clear path of study through periodization.
- Introductory and summary sections of each chapter will aid students in relating factual content to the larger scope of world history.
- Each chapter provides relevant, comparative questions which correlate with major concepts and course objectives.
- Offers extensive online learning center which includes primary sources, assessments, and additional resources.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ADVANCED PLACEMENT WORLD HISTORY**

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | Five Year Projected Costs (5%) | Total Implementation |
|----------------------------------------------------------|------------------------|-------------------|---------------|------------------------|--------------------------------|----------------------|
| Student Edition With digital resources | 1 textbook per student | \$135.99 per book | 105 | \$14,278.95 | \$3,569.75 | \$17,848.70 |
| Companion Reader <i>Worlds Together, Worlds Apart</i> | Class Set | \$40.00 | 30 | \$1,200.00 | \$300.00 | \$1,500.00 |
| Strive for 5 | Class Set | \$30.59 | 30 | \$917.70 | \$229.40 | \$1,147.10 |
| Total Implementation Cost | | | | | | \$20,495.80 |



**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY
ADVANCED PLACEMENT WORLD HISTORY
GRADE 10
SECOND-CHOICE RECOMMENDATION**

The Advanced Placement World History Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Traditions and Encounters, AP Edition, 6th Edition. Bentley. McGraw-Hill Education, 2017.

The recommended textbook displays the following strengths:

- Correlates with the goals and objectives of the *Advanced Placement World History* curriculum framework and Global Studies and World Languages Academy.
- Provides information in a nonjudgmental and unbiased manner.
- Integrates art, architecture, and literature which will enhance students' understanding of cultures, religions, and historical time periods.
- Provides full color photographs, maps, and timelines that will extend student understanding of subject matter.

The recommended textbook displays the following limitations:

- Lack of alignment with Advanced Placement World History Exam.
- AP World History themes are not evident.
- Historical thinking skills are not embedded throughout the text.
- Text font is very small and dense without subheadings to separate themes.
- Iteration of content is deficient with limited review questions, few authentic applications of content and little test preparation.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ADVANCED PLACEMENT WORLD HISTORY**

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | Five-Year Projected Costs (5% per year) | Total Implementation |
|-----------------------------------------------------------|------------------------|----------|---------------|------------------------|-----------------------------------------|----------------------|
| Student Edition | 1 textbook per student | \$139.05 | 105 | \$14,600.25 | \$3,650.05 | \$18,250.30 |
| Companion Reader <i>Worlds Together, Worlds Apart.</i> | Class Set | \$40.00 | 30 | \$1,200.00 | \$300.00 | \$1,500.00 |
| Total Implementation Cost | | | | | | \$19,750.30 |



Subject: Textbook Adoption: Magnet Molecular Biology Item Number: 13D2

Section: Information Date: October 10, 2017

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

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

Recommendation:

That the School Board receive information on the first-choice textbooks for *Magnet Molecular Biology* by the respective MSATextbook Adoption Committees for implementation in the fall of 2018.

| Course Title | Textbook | Publisher | Copyright |
|--------------------------|----------------------------------------|-------------|-----------|
| Magnet Molecular Biology | <i>Biology 12th edition</i> | McGraw Hill | 2019 |

Background Summary:

A committee of MSA teachers reviewed the two textbooks for the new adoption of the Magnet Molecular Biology book. The committee decided to review texts that were more hands-on, more inquiry-based, and directly correlate to the AP Biology text.

The proposed textbooks will replace the current textbooks as follows:

| Course | Textbook | Copyright | Years in use (including this year) |
|--------------------------|-------------------------------------|-----------|---------------------------------------|
| Magnet Molecular Biology | <i>Biology: The Dynamic Science</i> | 2008 | 9 |

Source:

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

Budget Impact:

Initial implementation costs:

| Course Title | First-choice Recommendation | Second Choice Recommendation |
|--------------------------|--------------------------------|---------------------------------|
| Magnet Molecular Biology | \$21,571.20 | \$22,260.00 |



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

TEXTBOOK ADOPTION RECOMMENDATION

Magnet Molecular Biology

October 10, 2017



**Magnet Molecular Biology
Textbook Adoption
Implementation for Fall 2018**

| Course(s) | Recommendations | Student Enrollment | Initial Implementation Cost | Total Implementation |
|--------------------------|-----------------------------------------------------------------------------------------------|--------------------|-----------------------------|----------------------|
| Magnet Molecular Biology | First Choice: <i>Twelfth Edition Biology</i> <i>S. Mader and M. Windelspecht</i> | 140 | \$21,571.20 | \$26,964.00 |
| | Second Choice: <i>Biology: The Dynamic Science 4th edition</i> | | \$22,260.00 | \$27,825.00 |



Magnet Chemistry
TEXTBOOK ADOPTION TIME LINE

| | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall 2016 | A Textbook Adoption Committee was established for each of the following: Magnet Molecular Biology. |
| Dec. 2016 | MSA Coordinator began process with Teaching and Learning and planning the timeline for implementation. |
| April 2017 | MSA Coordinator submitted proposal to Teaching and Learning for review. Sample texts were ordered, and the teachers began reviewing. |
| May/June 2017 | Committee members completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for adoption. |
| Sept. 2017 | The first- and second-choice textbooks were reviewed by teachers, parents, community members and students. Selected textbooks were placed in Ocean Lakes High School library and in the main entrance of the School Administration Building for public review. |
| Oct. 2017 | Textbook adoption is presented to the VBCPS School Board for approval |



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

**Magnet Molecular Biology
TEXTBOOK ADOPTION COMMITTEE**

Teacher Representatives

Renee Jackson, Ocean Lakes High School
Jeremy Schratwieser, Ocean Lakes High School

Student Representatives

MSA Student (Class of 2018)
MSA Student (Class of 2018)

Parent/Community Representatives

Ericka Connolly

Other Representatives

Mike King, Mathematics and Science Academy Coordinator



MAGNET MOLECULAR BIOLOGY

FIRST-CHOICE RECOMMENDATION

The Magnet Molecular Biology Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Twelfth Edition Biology Sylvia S. Mader and Michael Windelspecht (McGraw Hill 2019)

The recommended textbook displays the following strengths:

- Makes biology interesting, accessible, and understandable to the beginning biology student.
- Includes online supports for active learning with collaborative work in every unit.
- Connects biology to real world experience.
- Includes interactive examples.
- Provides the rigor for the upper-level magnet students in a student-friendly format.
- Incorporates well-defined learning outcomes and frequent progress checks.
- Includes aligned content to AP Biology text.
- Provides the most updated edition for the current trends in science.

FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR MAGNET MOLECULAR BIOLOGY

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | 5 Year Projected Costs (5% per year) | Total Implementation |
|-----------------|-------------------|-------------|----------------------|-------------------------------|---------------------------------------------|-----------------------------|
| Student Edition | One per student | \$154.08 | 140 | \$21,571.20 | \$5,392.80 | \$26,964.00 |



MAGNET MOLECULAR BIOLOGY

SECOND-CHOICE RECOMMENDATION

The Molecular Biology Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Biology: The Dynamic Science 4th edition Cengage, 2009

The recommended textbook displays the following strengths:

- Structured and formatted in an appropriate and well-written manner.
- Includes some online resources.

The recommended textbook displays the following limitations:

- Not as correlated with the AP Biology text.
- Includes fewer activities and inquiry- based questions.
- Does not provide the necessary rigor for a MSA course.

SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR MAGNET MOLECULAR BIOLOGY

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | Five Year Projected Costs (5% per year) | Total Implementation |
|-----------------|-------------------|-------------|----------------------|-------------------------------|------------------------------------------------|-----------------------------|
| Student Edition | One per student | \$159.00 | 140 | \$22,260.00 | \$5,565.00 | \$27,825.00 |



Subject: Landstown High School Cell Tower – New Lease **Number:** 13E

Section: Information **Date:** October 10, 2017

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

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

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

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a lease of land with Verizon Wireless for adding equipment to the existing cell tower at Landstown High School.

Background Summary:

The School Board approved a lease with T-Mobile Northeast LLC for a cell tower at Landstown High School on August 3, 2010. The lease provided space on the tower for the City's VBTv department to provide an antenna. The City has since indicated that they have no plans to utilize the tower space, which makes the space available for the proposed lease with Verizon Wireless.

Source:

Virginia Code §22.129 Surplus Property; Sale, Exchange, or Lease of Real and Personal Property

Budget Impact:

\$40,000 annually with increase of a minimum of 2.5% based on the CPI.

Communication Tower Lease Agreement

(Landstown High School)

**School Board of the
City of Virginia Beach,
Lessor**

and

**Cellco Partnership d/b/a Verizon Wireless,
Lessee**

(Date)

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LEASE AGREEMENT

THIS LEASE is made as of the ____ day of _____, 20____, by and between the **SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH**, a political subdivision of the Commonwealth of Virginia (Lessor) and **CELLCO PARTNERSHIP D/B/A VERIZON WIRELESS**, a Delaware general partnership, (Lessee) having its principal place of business at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (telephone number 866-862-4404).

WITNESSETH

WHEREAS, Lessor is the owner of a parcel of land (the "School Parcel") located at 2001 Concert Drive, Virginia Beach, Virginia 23456, with current GPIN 14855225160000, which parcel is legally described on the attached Exhibit A and on which parcel a secondary school known as Landstown High School is located; and the communications tower parcel with current GPIN 14855225160001 on which a communications tower, equipment shelter, and related equipment is currently located (the "Tower Parcel," along with the School Parcel, the "Owned Premises");

WHEREAS, Lessee desires to lease a portion of the aforesaid parcels, for the purpose of constructing, operating and maintaining a communications facility, including collocating on the existing communication tower owned by Lessor, installing communications equipment within an existing equipment shelter, and installing fiber to serve the communications facility, for the purpose of providing wireless communications service to the general public;

Now, therefore, for good and valuable consideration, the parties do hereby agree as follows:

1. **Leased Premises.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, a portion of the Tower Parcel comprised of space on the monopole-style communications tower, hereinafter described as 135 feet above ground level, at the RAD center height of 123' feet above ground level, and a portion of the aforesaid parcel for ground equipment (the "Leased Premises"), as depicted and described in Exhibit B attached hereto, together with non-exclusive rights of way over and on the School Parcel for vehicular and pedestrian ingress and egress seven (7) days per week, twenty-four (24) hours per day (subject to the access provisions of Section 6(f)) over or along a twenty foot (20') wide access and utility easement extending from the nearest public right-of-way, Concert Drive, to the Leased Premises; and for the installation, maintenance and replacement of necessary utilities, wiring, cables and other conduits over, under or along one or more rights-of-way from the equipment shelter and ground equipment (the "Ground Facilities") for the purpose of constructing, maintaining and operating communications facilities, including directional antennas, remote radio heads, and related equipment on a communications tower, connecting cables and appurtenances (collectively, the "Antenna Facilities"), and for the installation, maintenance, operation, and replacement of communications equipment within an accessory building housing equipment to be used in conjunction with the Antenna Facilities in a 9.5 foot by 11 foot lease area, as shown on the attached Exhibit B. The Antenna Facilities and Ground Facilities shall collectively be referred to as the "Lessee Facilities." Lessor also hereby grants to Lessee the right to survey the Owned Premises and the Leased Premises, and said survey shall become Exhibit B, which shall be

attached hereto and made a part hereof, and shall control in the event of boundary and access discrepancies between it and Exhibit A. Cost for such work shall be borne by the Lessee.

2. **Term.** Following approval of this lease by the LESSOR, the initial term of this Lease shall be five (5) years, commencing upon the earlier of (a) the first day of the month following the date Lessee commences installation of the equipment on the Premises, or (b) March 30, 2018 (the "Commencement Date") and ending on a date five (5) years after the Commencement Date (the "Initial Term"). In the event the date LESSEE commences installation of the equipment on the Premises falls between the 1st and 15th of the month, the Agreement shall commence on the 1st of that month and if the date installation commences falls between the 16th and 31st of the month, then the Agreement shall commence on the 1st day of the following month (either the "Commencement Date"). LESSOR and LESSEE agree that they shall acknowledge in writing the Commencement Date. At the option of Lessee, this Lease may be extended for four (4) additional renewal periods of five (5) years each (the "Renewal Terms") on the same terms and conditions as set forth herein. This Lease shall automatically be extended for each successive Renewal Term unless Lessee notifies Lessor of its intention not to renew at least sixty (60) days prior to commencement of the succeeding Renewal Term.

3. **Rent.**

- a. Lessee shall pay to Lessor as rent for the Leased Premises the sum of \$40,000.00 per year. Rent for the prorated portion of the first calendar year of this Lease shall be paid within ninety (90) of the commencement Date, and Rent for the remainder of the term shall be paid annually in advance on the first day of each calendar year. Rent shall be increased annually as described hereafter.
- b. The Rent shall be increased annually effective as of each anniversary of the Commencement Date by 2.5%.
- c. In accordance with requirements of Section 15.2-2101 of the code of Virginia, thirty (30) days following receipt of an itemized invoice therefor, Lessee shall reimburse Lessor for the cost of publishing the advertisement for bids for the use of the Leased Premises.
- d. Neither Lessee nor any sublessee shall install any antenna in addition to the initial maximum allowed array described in Exhibit B without the consent of Lessor, which consent shall not be unreasonably withheld, delayed or conditioned. Exhibit B shows the antennas currently existing on the Tower and describes the maximum allowed array under the "Existing Subleases," as defined below.
- e. Lessee shall pay Lessor a late payment charge equal to five percent (5%) of the late payment for any payment not paid when due. Lessor shall provide Lessee with written notice of non-receipt of any amounts due within five (5) days of the due date. Any amounts not paid when due shall bear interest at the rate of one percent (1%) per month from the date which is five (5) days after the mailing of such notice until paid.

- f. Subject to the provisions of Paragraph 5(d) and Paragraph 9(b), in the event of termination of this Lease, all prepaid Rents shall be refunded to Lessee, without interest, within sixty (60) days of the effective date of such termination.
4. **Surety Bond.** Lessor acknowledges that Lessee has posted a surety bond in the amount of \$10,000 for the timely removal of the Lessee Facilities in the event that expiration of this Lease. The surety bond shall be issued by a bonding company approved by Lessor, which approval shall not be unreasonably withheld, delayed or conditioned, shall be self-renewing and shall remain in full force throughout the term of this Lease and for a period of at least one hundred twenty (120) days thereafter. Any change to the surety bond shall require notification to the Lessor at least ninety (90) days in advance of such change. Lessee agrees to provide Lessor with a copy of the surety bond within thirty (30) days after the Commencement Date.
5. **Governmental Approval.**
- a. Lessee's right to use the Leased Premises is contingent upon Lessee obtaining all certificates, permits, zoning and other approvals (whether discretionary or ministerial), specifically including, without limitation, a conditional use permit and site plan approval, that may be required by any federal, state, or local authority, for Lessee's use to take place at the Leased Premises ("Governmental Approvals"). It shall be the sole and entire responsibility of Lessee to determine what Governmental Approvals are needed for the operation of the Lessee Facilities. Lessor agrees to reasonably cooperate with Lessee (at no cost to Lessor) in its efforts to obtain such approvals; provided, however, that Lessor's agreement to cooperate shall not in any way limit or otherwise affect the authority or discretion of Lessor's governing body, or any department, division, officer or employee of Lessor, in the conduct of its or his duties with respect to any such Governmental Approval and provided further, that Lessor shall not be required to join, be joined, or otherwise participate as a party in any judicial or administrative action brought by Lessee, or any person or entity claiming under Lessee, in which the denial or conditions of any Governmental Approval is in issue. Lessee hereby expressly acknowledges and agrees that neither the execution of this Lease by Lessor nor any act by Lessor or any of Lessor's officers, agents or employees or its governing body in anticipation or in furtherance of the execution of this Lease, shall entitle Lessee to any Governmental Approval, whether discretionary or ministerial, and Lessee shall not be entitled to reimbursement of any costs or expenses of any kind or nature made or incurred in expectation of, or preparation for, the use of the Leased Premises.
- b. Unless a waiver is obtained from the lessor, acting through its Department of Communications and Information Technology, a radio frequency emissions study (RF Study), conducted by a qualified engineer licensed to practice in the Commonwealth of Virginia, showing that the intended use of the Lessee Facilities will not interfere with any of Lessor's emergency communications facilities, shall be provided within thirty (30) days of the Commencement Date.
- c. If any application for a necessary Governmental Approval is denied, if Lessee determines that any necessary Governmental Approval may not be obtained in a timely

- manner, or if any certificate, permit, license, or other Governmental Approval issued to Lessee is canceled, expires, lapses, or is otherwise withdrawn or terminated by governmental authority so that Lessee will be unable to use the Leased Premises for Lessee's intended purpose, and all administrative and judicial appeals of such action have been exhausted or the time for filing of such appeals has expired, Lessee shall have the right to terminate this Lease by written notice to the other, and upon such termination, this Lease shall become null and void except to the extent of the representations, warranties, and indemnities made by each party to the other hereunder.
- d. Notwithstanding the provisions of subparagraph (c), in the event of termination by Lessee pursuant to subparagraph (c), Lessee shall be liable to Lessor for Rent for a period of 120 days from the date of such termination, unless such termination is by reason of the denial of a conditional use permit or other approval of a discretionary nature by Lessor's governing body. Nothing in this subparagraph shall relieve Lessor of its duty to mitigate its damages in the event of termination by Lessee.
 - e. The terms, conditions and stipulations of the conditional use permit granted by the City of Virginia Beach on July 14, 2004, are hereby incorporated by reference. In the event Lessee fails to comply with any of the aforesaid terms, conditions or stipulations, Lessor shall have the right to bring the Leased Premises into compliance therewith and charge the costs thereof to Lessee.

6. Use of Premises.

- a. Lessee may use the Leased Premises for the installation, operation, and maintenance of the Antenna Facilities and the Ground Facilities for the transmission, reception and operation of a communications system and uses incidental thereto, and for the storage of related equipment, in accordance with the terms of this Lease. Lessor acknowledges that Lessee may erect and operate such Antenna Facilities and Ground Facilities as are depicted on the attached Exhibit B, and may expand such Antenna and Ground Facilities after providing to Lessor, at Lessee's expense, a certified evaluation indicating that each antenna will not interfere with the signals of existing antennas or with antennas being planned by Lessor as of July 1, 2017, and that the Tower can structurally support the antennas and related equipment. In connection therewith, Lessee shall have the right to do all work necessary to prepare, maintain and alter the Leased Premises for Lessee's business operations under this Lease and to install transmission lines connecting the antennas to the transmitters and receivers.
- b. Lessee shall, at its sole cost and expense maintain and operate the Antenna Facilities and Ground Facilities in accordance with the standards and specifications of the City of Virginia Beach, all applicable local ordinance, permits and other requirements, and all applicable FCC rules and regulations. Lessee's use and operation of the Antenna Facilities and Ground Facilities shall be in accordance with the plans approved by Lessor, which approval shall not be unreasonably withheld, denied or conditioned. Any damage done to the Leased premises or any other property of Lessor during installation or operation of the Lessee Facilities shall be repaired at Lessee's expense within thirty (30) days after notification of damage. Title to the Lessee Facilities shall be held by

- Lessee, and all such Lessee Facilities shall be deemed to be the personal property of Lessee and not fixtures. Lessee shall have the right to remove all Lessee facilities at its sole expense on or before the expiration or earlier termination of this Lease, provided that Lessee shall be required to repair any damage and to restore the Leased Premises to their original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted.
- c. All modifications or improvements of the Leased Premises made for Lessee's benefit shall be at the Lessee's expense, and such improvements shall be maintained in a good state of repair by Lessee at Lessee's expense. Lessor acknowledges and agrees that the Antenna Facilities currently are painted such color as Lessee deems appropriate, subject to conditions, if any, imposed through the zoning process. Lessee agrees that it shall maintain and repair the appearance of the Antenna Facilities at its own expense in accordance with good practice and industry-accepted standards.
 - d. Lessee shall provide Lessor with as-built drawings of the equipment and improvements installed on the Leased Premises showing the actual location of all Antenna Facilities and Ground Facilities and of all other improvements installed on Lessor's property by Lessee in connection with this Lease. At Lessor's option, such as-built drawings may be attached to this Lease as Exhibit D.
 - e. Lessee shall, at its expense, maintain any equipment on or attached to the Leased Premises in a safe condition, in good repair and in a manner reasonably suitable to Lessor so as not to conflict with the use of the other property of Lessor, subject to the provisions of Paragraph 8 of this Lease. Lessor shall maintain, at its sole expense, access roadways to the Leased Premises in a condition which will allow pedestrian and vehicular access under normal weather conditions; provided, however, that Lessee shall be responsible for the repair of any damage or deterioration caused by Lessee's use of such roadways.
 - f. Lessee, at all times during this Lease, shall have reasonable access during normal working hours to the Leased Premises in order to install, operate, and maintain its Lessee Facilities, Normal working hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. All regular maintenance shall be conducted, whenever possible, during these hours, with the exception of emergency repairs and maintenance.
 - g. Lessee shall install utilities to service the Antenna Facilities and Ground Facilities at Lessee's sole expense. Lessee shall separately meter all utilities associated with its use of the Leased Premises and shall promptly pay all costs for such utility services. Lessor shall, without charge to Lessee, sign such documents as may be required by utility provider to provide such service to the Leased Premises, including the grant of permits required by Lessor or a utility provider to provide service as provided herein.
 - h. Lessor warrants and agrees that : (i) Lessor owns the Leased Premises and has rights of access thereto; (ii) Lessor has full right to make and perform this Lease; and (iii) Lessee, upon paying the rent and performing the covenants herein provided, shall

peaceably and quietly have and enjoy the Leased Premises for the purposes here in contemplated. Lessor shall not cause or permit any use of the Leased Premises which materially and unreasonably interferes with or impairs the operation of the communications facilities or the quality of the communications services being rendered by Lessee from the Leased Premises, nor shall Lessor have unsupervised access to the Leased Premises, except in the event of an emergency requiring immediate access to the Leased Premises.

- i. Lessee shall remove the Lessee Facilities upon termination of this Lease unless Lessor otherwise agrees, in writing, and shall restore the affected area to its original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties expected. Such removal shall be done in a workmanlike manner and without interference or damage to any other equipment. All costs and expenses for such removal and restoration shall be borne by Lessee.
7. **Equipment Upgrade.** Lessee may update or replace the Antenna Facilities or the Ground Facilities, or both, from time to time with the prior written approval of Lessor, which approval shall not be unreasonably withheld, delayed or conditioned, provided that any change in their location is satisfactory to Lessor. Lessee shall submit to Lessor a detailed proposal for any such replacement facilities and any supplemental materials as may be requested for Lessor's evaluation and approval. Notwithstanding anything to the contrary herein, Lessee shall have the right to replace the aforementioned equipment with similar and comparable equipment provided said replacement does not increase tower loading of said Tower or cause impermissible interference.
8. **Interference.** Lessee agrees to install equipment of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to any equipment of Lessor that existed on the Property prior to the date this Agreement is executed by the Parties. In the event any after-installed Lessee's equipment causes such interference, and after Lessor has notified Lessee in writing of such interference, Lessee will take all commercially reasonable steps necessary to correct and eliminate the interference, including but not limited to, at Lessee's option, powering down such equipment and later powering up such equipment for intermittent testing. In no event will Lessor be entitled to terminate this Agreement or relocate the equipment as long as Lessee is making a good faith effort to remedy the interference issue. Lessor agrees that Lessor and/or any other tenants of the Property who currently have or in the future take possession of the Property will be permitted to install only such equipment that is of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to the then existing equipment of Lessee. The Parties acknowledge that there will not be an adequate remedy at law for noncompliance with the provisions of this Paragraph and therefore, either Party shall have the right to equitable remedies, such as, without limitation, injunctive relief and specific performance.
9. **Termination.**
 - a. Except as otherwise provided herein, this Lease may be terminated upon sixty (60) days written notice to the other party as follows:

- i. by either party upon a default in the performance of any covenant or term hereof by the other party, which default is not cured within ninety (90) days of receipt of written notice of the default (without, however, limiting any other rights of the parties pursuant to any other provisions hereof);
- ii. subject to the provisions of Paragraph 5(c) of this Lease, by lessee if it is unable to obtain or maintain any license, permit or other Governmental Approval necessary for the operation of the Lessee Facilities or of Lessee's business
- iii. by Lessee if the Lessee Facilities are destroyed or damaged by an act of God so as to, in Lessee's judgment, substantially impair Lessee's effective use of the Lessee Facilities, upon thirty (30) days written notice to Lessor, which notice must be given within thirty (30) days of the date of such destruction or damage. If Lessee so terminates this Lease, Lessee shall be entitled to reimbursement of prepaid Rent covering the period beginning on the first day of the calendar month immediately following the calendar month in which the destruction or damage occurred and thereafter;
- iv. by Lessor, if after a public hearing, any governmental body determines that Lessee's use of the Leased Premises is not in compliance with any applicable ordinance, or state or federal law, or any conditions of any Governmental Approval, and Lessee fails to cure such noncompliance within thirty (30) days after Lessee receives notice of such determination; provided, however, that if compliance requires more than thirty (30) days, and Lessee has taken steps in good faith to comply with such conditions within thirty (30) days and it shall bring the use into compliance within ninety (90) days. Such failure shall be a default of Lessee's obligations under the terms of this Lease;
- v. by Lessee, if Lessee is unable to occupy and utilize the Leased premises due to an action of the FCC, including, without limitation, a take-back of channels or change or reallocation of the frequencies at which Lessee may operate its communications facilities, or such other circumstances that render Lessee's operation of its communications facilities at the leased Premises obsolete;
- vi. by Lessee prior to installation if Lessee determines that the Leased Premises are not suitable for its operation for economic or technological reasons, including, without limitation, signal interference. For purposes of this subdivision, "economic reasons" shall not include the availability of an equivalent site at commercial terms more favorable to Lessee than are contained in this Lease; or
- vii. Notwithstanding anything to the contrary contained herein, provided Lessee is not in default hereunder beyond applicable notice and cure periods, Lessee shall have the right to terminate this Agreement upon the annual anniversary of the Commencement Date provided that three (3) months prior notice is given to Lessor.

- b. The parties shall give notice of termination in writing. Lessee shall be liable to Lessor for all Rent and other consideration under Paragraph 3 of this Lease for the period of this Lease prior to said termination date.
 - c. Upon termination or expiration of this Lease, Lessee shall have sixty (60) days from the date of termination or expiration to remove the Lessee Facilities and related equipment from the Leased Premises and to restore the Leased Premises to their condition prior to installation of the Lessee Facilities, ordinary wear and tear and damage caused by casualty, Lessor or third parties excepted.
10. **Cure by Lessor.** In the event of any default of this Lease by Lessee not cured by Lessee within the applicable cure period, Lessor may at any time, after notice and any applicable cure period, cure the default for the account of and at the expense of Lessee. If Lessor is compelled to pay or elects to pay any sum of money or to do any act which will require the payment of any sum of money or is compelled to incur any expense, including reasonable attorney fees, in instituting, prosecuting or defending any action to enforce the Lessor's rights under this Lease, the sums so paid by Lessor, with all interest, costs and damages shall be deemed to be Additional Rental and shall be due from the Lessee to Lessor on the first day of the month following thirty (30) days' written notice by Lessor and submission by Lessor to Lessee of an itemized statement, with supporting evidence, of Lessor's costs and expenses.
11. **Condemnation.** In the event the Leased Premises is taken by eminent domain by any federal, state or local government or any instrumentality thereof, this Lease shall terminate as of the date title to the leased Premises vests in the condemning authority. In the event a portion of the Leased Premises is taken by eminent domain, Lessee, in Lessee's sole discretion, is unable to use the Premises for the purposes intended hereunder, or if such condemnation may reasonably be expected to disrupt Lessee's operations at the Premises for more than forty-five (45) days, Lessee may, at Lessee's option, to be exercised in writing within thirty (30) days after Lessor shall have given Lessee written notice of such taking (or in the absence of such notice, within thirty (30) days after the condemning authority shall have taken possession) terminate this Agreement as of the date the condemning authority takes such possession. In the event this Lease is not thereby terminated, Rent shall be reduced or abated in proportion to the actual reduction or abatement of use of the Leased Premises. Lessor and Lessee shall each be entitled to pursue its own separate awards in the event of taking of the Leased Premises.
12. **Defense and Indemnification.**
- a. Lessee agrees to defend, indemnify and hold harmless Lessor and its elected officials, officers, employees, agents, and representatives from and against any and all claims, costs, losses, expense, demands, actions, or causes of action, including reasonable attorney's fees and other costs and expenses of litigation, arising from the negligence, willful misconduct, or other fault of Lessee except to the extent such claims, losses, or damages may be due to or caused by the negligence or willful misconduct of the Lessor, its employees, contractors, or agents. In no event shall the liability of Lessee under this subparagraph include damages for lost profits, loss of technology, rights, data or services, incidental, indirect, consequential or punitive damages.

- b. Without limiting the scope of Subparagraph (a) above, Lessee shall be solely responsible and will defend, indemnify, and hold Lessor, its agents, officers and employees harmless from and against and all claims, costs, and liabilities, including reasonable attorneys' fees and costs, arising out of or in connection with the cleanup or restoration of the Leased Premises associated with Lessee's release of hazardous materials into the environment. For purposes of this Lease, "hazardous materials" shall be interpreted broadly and specifically to include, without limitation, asbestos, fuel, batteries and any hazardous substance, waste, or materials as defined in any applicable federal, state, or local environmental or safety statute, ordinance, regulation or requirement. Lessor represents that, to the best of its knowledge and belief, it has received no notice of any action, suit, proceeding or claim concerning a release of hazardous substances on or affecting the Leased Premises, and that, to the best of its knowledge and belief, there is no release of hazardous substances on or affecting the Leased Premises which would render the Leased Premises unsuitable for the purposes contemplated by this Lease. Lessor agrees to notify Lessee of any such release as soon as reasonably practicable after receiving notice thereof. Notwithstanding the foregoing, it shall be the responsibility of Lessee to determine whether or not there are any adverse conditions, including, without limitation, a release of any hazardous substance on or affecting the Leased Premises which would prevent Lessee's proposed use thereof, and in no event shall any liability of Lessor for any such conditional include damages for lost profits, consequential or punitive damages.
- c. Lessee represents and warrants that its use of the Leased Premises will not generate, and Lessee will not store or dispose of on the Leased Premises, nor transport to or over the Leased Premises on the property of Lessor, any hazardous materials other than those ordinarily used in the provision of communications services as permitted hereunder and in compliance with all applicable laws, unless Lessee specifically informs Lessor thereof in writing twenty-four (24) hours prior to such storage, disposal or transport or otherwise as soon as Lessee becomes aware of the existence of hazardous materials on the Leased Premises.
- d. The Parties recognize that Lessee is only leasing a small portion of Lessor's property and that Lessee shall not be responsible for any environmental condition or issue except to the extent resulting from Lessee's specific activities and responsibilities. In the event that Lessee encounters any hazardous substances that do not result from its activities, Lessee may relocate its facilities to avoid such hazardous substances to a mutually agreeable location or, if Lessee desires to remove at its own cost all or some the hazardous substances or materials (such as soil) containing those hazardous substances, Lessor agrees to sign any necessary waste manifest associated with the removal, transportation and/or disposal of such substances.
- e. The Parties hereby waive and release any and all rights of action for negligence against the other which may hereafter arise on account of damage to the Premises or the

Property, resulting from any fire, or other casualty which is insurable under “Causes of Loss – Special Form” property damage insurance or for the kind covered by standard fire insurance policies with extended coverage, regardless of whether or not, or in what amounts, such insurance is now or hereafter carried by the Parties, even if any such fire or other casualty shall have been caused by the fault or negligence of the other Party. These waivers and releases shall apply between the Parties and they shall also apply to any claims under or through either Party as a result of any asserted right of subrogation.

- f. The obligations of this Paragraph shall survive the expiration or termination of this Lease.

13. Insurance.

- a. During the Initial Term and Renewal Terms of this Lease, Lessee shall maintain, in full force and effect and at its sole cost and expense, the following types and limits of insurance. All policies other than those for Workers Compensation shall be written on an occurrence and not on a claims made basis. The coverage amount set forth below may be met by a combination of underlying and umbrella policies.
 - i. Workers compensation insurance meeting applicable statutory requirements for the Commonwealth of Virginia and employers liability insurance with limits of \$1,000,000 Each Accident/\$1,000,000 Disease Each Employee/\$1,000,000 Disease Policy Limit. Waiver of Subrogation in favor of Lessor.
 - ii. Commercial General Liability insurance with limits of \$5,000,000 Per Occurrence and \$5,000,000 General Aggregate Coverage shall include bodily injury, property damage, personal and advertising injury and contractual liability, premises and products-completed operations. Lessor shall be included as an additional insured as its interests may appear under the general liability policy for both premises and completed operations. Lessee’s coverage shall be primary and non-contributory.
 - iii. Automobile Liability with limits of \$2,000,000 Combined Single Limit Per Accident. Coverage shall apply to all owned, non-owned, and hired vehicles. Lessor shall be included as additional insured under the Auto policy as its interests may appear under this agreement.
- b. Certificates of insurance for each insurance policy required to be obtained by Lessee in compliance with this paragraph shall be filed with Lessor annually during the term of the Lease. Lessee shall advise Lessor of any claim or litigation that may result in liability to Lessor.

- c. All insurance shall be written by insurers licensed, authorized, or permitted to conduct business in the Commonwealth of Virginia and must be rated A- or better by A.M. Best.
- d. Lessee shall require that each and every contractor and their subcontractors performing work on the Leased Premises obtain and maintain the above-noted coverages and limits.

14. Assignment and Sublease.

- a. This Lease, and the rights hereunder, may not be sold, assigned, or transferred at any time by Lessee except upon prior written notice to Lessor, which consent shall not be unreasonably denied, delayed or conditioned; provided, however, that Lessee may assign its interest to its parent company, any subsidiary or affiliate of it or to any successor-in-interest or entity acquiring fifty-one (51%) or more of its stock or assets, subject to any financing entity's interest, if any, in this Lease, without Lessor's consent. Lessee shall have the right to sublet under this Lease without Lessor's consent; provided, however, that Lessee shall not be relieved of any of its liabilities, duties or responsibilities pursuant to this Lease. Notwithstanding anything to the contrary contained in this Lease, Lessee may assign, mortgage, pledge, hypothecate or otherwise transfer without consent its interest in this Lease to any financing entity, or agent on behalf of any financing entity to whom Lessee (i) has obligations for borrowed money or in respect of guaranties thereof, (ii) has obligations evidenced by bonds, debentures, notes or similar instrument, or (iii) has obligations under or with respect to letters of credit, bankers acceptances and similar facilities or in respect of guaranties thereof.
- b. This Lease shall run with the property and shall be binding upon and inure to the benefit of the parties, their respective successors, personal representatives, heirs and assigns.

15. Notices. All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested, or by a nationally recognized overnight courier, addressed as follows or if sent by facsimile to the facsimile number set forth below, with a hard copy contemporaneously mailed as previously specified:

If to Lessor to: City Manager
 Municipal Center, Building One
 2401 Courthouse Drive
 Virginia Beach, Virginia 23456

With a copy to: City Attorney
 Municipal Center, Building One
 2401 Courthouse Drive, Room 260
 Virginia Beach, Virginia 23456
 Fax No. (757) 385-5687

If to Lessee, to: Cellco Partnership
 d/b/a Verizon Wireless
 180 Washington Valley Road
 Bedminster, New Jersey 07921
 Attention: Network Real Estate

Lessor or Lessee may from time to time designate any other address for this purpose by written notice to the other party.

16. Miscellaneous Provisions.

- a. This Lease constitutes the entire agreement understanding of the parties, and supersedes all offers, negotiations and other agreements. There are no representations or understandings of any kind not set forth herein. Any amendments to this Lease shall be effective only if made in writing and executed and acknowledged by both parties.
- b. Each party agrees to cooperate with the other in executing or having executed any documents (including a Memorandum of Lease in a form acceptable to both parties attached hereto as Exhibit C, Non-Disturbance Agreement, easement agreements, or other documents) necessary to protect its rights or use of the Leased Premises. Either party may record a Memorandum of Lease or easement agreement, but neither party may record this Lease.
- c. This Lease shall be construed in accordance with the laws of the Commonwealth of Virginia. Any court action relating to this Lease may be maintained only in the Circuit Court of the City of Virginia Beach or United States District court for the Eastern District of Virginia.
- d. If any term of this lease is found to be void or invalid, such invalidity shall not affect the remaining terms of this Lease, which shall continue in full force and effect. The parties intend that the provisions of this Lease be enforced to the fullest extent permitted by applicable law. Accordingly, the parties shall agree that if any provisions are deemed not enforceable, they shall be deemed modified to the extent necessary to make them enforceable.
- e. The persons who have executed this Lease represent and warrant that they are duly authorized to execute this Lease in their representative capacities as indicated.
- f. The submission of this document for examination does not constitute an offer to lease or a reservation of or option for the leased Premises and shall become effective only upon execution by both parties.
- g. This Lease may be executed in any number of counterpart copies, each of which shall be deemed an original, but all of which together shall constitute a single instrument.

- h. The parties understand and acknowledge that Exhibit A (Description of Leased Premises), and Exhibit B (Description of Antenna Facilities and Ground Facilities) may be attached to this Lease in preliminary form. Accordingly, the parties agree that upon the preparation of final, more complete exhibits, Exhibits A and B may be replaced by the parties with final, more complete exhibits which shall be agreed to and confirmed by the parties.
 - i. This Lease shall be governed as to all matters, whether of validity, interpretation, obligations, performance or otherwise, exclusively by the laws of Virginia, and all questions arising with respect thereto shall be determined in accordance with such laws. Regardless of where actually delivered and accepted, this Lease shall be deemed to have been delivered and accepted by the parties in the Commonwealth of Virginia.
 - j. During the performance of this Lease, the Lessee agrees that, it will not discriminate against any employee or applicant for employment because of race, religion, color, sex, handicap or national origin, except where religion, sex, handicap or national origin is a bona fide occupational qualification or consideration reasonably necessary to the normal operation of the Lessee. The Lessee agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause. The Lessee, in all solicitations or advertisements for employees placed by or on behalf of the Lessee, will state that such Lessee is an equal opportunity employer. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements herein. Lessee agrees to comply with the good faith minority business efforts required by the Virginia Beach City Code.
 - k. Lessee hereby certifies that it did not, directly or indirectly, enter into any combination or arrangement with any person, firm or corporation or enter into any agreement, participate in any collusion, or otherwise take any action in restraint of free, competitive bidding for this Lease in violation of any of the laws of the United States or the Commonwealth of Virginia.
17. **Test and Construction.** Lessee shall have the right following the full execution of this Lease to enter upon the Leased Premises for the purpose of making appropriate engineering and boundary surveys, inspections, soil test borings or other reasonably necessary tests. In the event of any inconsistency between this Lease and any survey performed, Lessor shall make such amendments to this lease and adjustments in the location of Leased Premises as shall be reasonably necessary for Lessee's use and satisfactory to Lessee. If the title search or the survey discloses any matters which Lessee deems unsuitable or which interfere with Lessee's use and enjoyment of the Leased Premises, Lessor shall cure such defects within sixty (60) days. If Lessor does not or cannot cure such defect within such sixty (60) days, Lessee shall have the right, without obligation, to terminate this Lease and render it null and void from the date of termination.
18. **RF Compliance.** Subsequent to the installation of the Lessee Facilities, Lessor shall not permit itself, its lessees or licensees to install new equipment on the Leased Premises or property contiguous thereto owned or controlled by Lessor, if such equipment is likely to cause the

Leased Premises to exceed the FCC radiated power density maximum permissible exposure (“MPE”) limits for workers and the general public. Such excess radiated power densities shall be deemed a material breach by Lessor. In the event excess radiated power densities occur, Lessor agrees to take or to cause any subsequent lessee or licensee whose use of the Leased Premises results in the FCC specified MPE limits being exceeded to promptly take all mitigation action necessary to eliminate such excess radiated power densities within thirty (30) days. In the event lessor fails to comply with this paragraph, Lessee may terminate this Lease and/or pursue any other remedies available under this Lease, at law, and/or at equity, including injunctive relief. Lessee shall operate the Lessee Facilities in a manner that will not cause the Leased Premises to exceed the FCC specified MPE.

19. Marking and Lighting Requirements.

- a. Lessee shall be responsible for compliance with all marking and lighting requirements of the Federal Aviation Administration (“FAA”) and the FCC. Should Lessee be in violation of such requirements and thereafter fail to promptly cure the conditions of noncompliance, Lessor may either terminate this Lease or proceed to cure the conditions of noncompliance at Lessee’s expense, which amount shall be due and payable to Lessee upon demand.
- b. If lighting requirements apply and a lighting automatic alarm system has been installed by Lessor, Lessor shall allow Lessee to bridge in to the system to permit a parallel alarm or to install a second alarm if a bridge would interfere with Lessor’s alarm. Lessee shall be responsible for the cost and expense of maintaining the bridge or parallel alarm. Notwithstanding anything in this Paragraph 19(b), the responsibility for compliance with FAA and FCC requirements shall remain with Lessee as provided in Paragraph 19(a) above.
- c. Any facilities or equipment constructed or installed by Lessee for the purposes contemplated by this paragraph shall be properly grounded according to the reasonable standards of Lessor.

20. Waiver of Lessor’s Lien.

- a. Lessor waives any lien rights it may have concerning the Lessee Facilities which are deemed Lessee’s personal property and not fixtures, and Lessee has the right to remove the same at any time without Lessor’s consent.
- b. Lessor acknowledges that Lessee may enter into a financing arrangement, including promissory notes and financial and security agreements, for the financing of the Lessee Facilities (the “Collateral”) with third party financing entity (and may in the future enter into additional financing arrangements with other financing entities). In connection therewith, Lessor (i) consents to installation of the Collateral; (ii) disclaims any interest in the Collateral, s fixtures or otherwise; and (iii) agrees that the Collateral shall be exempt from execution, foreclosure, sale, levy, attachment, and distress for and Rent due or to become due and that such Collateral may be removed at any time without recourse to legal proceedings.

21. **Brokers.** Lessor and Lessee represent to each other that they have not negotiated with any real estate broker in connection with this Lease. Lessor and Lessee agree that, should any claim be made against the other for a real estate broker's commission, finder's fee or the like by reason of the acts of such party, the party upon whose acts such claim is based shall indemnify and hold the other party free and harmless from all losses, damages, claims and expenses in connection therewith.
22. **Taxes.** Lessee shall be solely and exclusively responsible for paying all personal property taxes and other taxes assessed upon the Lessee Facilities and for paying taxes on its leasehold interest pursuant to Virginia Code Section 58.1-3203, or any successor statute.
23. **Sale.** Lessor shall provide notification to Lessee at the address provided in paragraph 15, at least thirty (30) days prior to the advertisement of the Leased premises for sale. The Lessor makes no promises or guarantees as to the sale of the property.

IN WITNESS WHEREOF, the parties hereto have respectively executed this Lease to be effective as of the date hereinabove stated.

[This space intentionally left blank]

SCHOOL BOARD OF THE
CITY OF VIRGINIA BEACH

By _____
Name: _____
Title: _____

STATE OF VIRGINIA:
CITY OF VIRGINIA BEACH

I, _____ a Notary Public in and for the City and State aforesaid, do hereby certify that _____, _____ of the School Board of the City of Virginia Beach, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid. He/she is personally known to me.

GIVEN under my hand this _____ day of _____, 20__.

Notary Public _____

My Commission Expires: _____

ATTEST:

City Clerk

STATE OF VIRGINIA:

CITY OF VIRIGNIA BEACH, to wit:

I, _____, a Notary in and for the City and State aforesaid, do hereby certify that _____, City Clerk for the City of Virginia Beach, Virginia whose name is signed to the foregoing Agreement has acknowledged the same before me in my City and State aforesaid.

GIVEN under my hand this _____ day of _____, 20__.

Notary Public _____

My Commission Expires: _____

APPROVED AS TO LEGAL
SUFFICIENCY:

By _____

Title: _____

STATE OF _____:

APPROVED AS TO CONTENT:

CITY OF _____

I, _____ a Notary Public in and for the City and State aforesaid, do hereby certify that _____, _____ of the City of Virginia Beach, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid. He/she is personally known to me.

GIVEN under my hand this _____ day of _____, 20____.

Notary Public _____

My Commission Expires: _____

LESSEE: **CELLCO PARTNERSHIP D/B/A
VERIZON WIRELESS**

By: _____

Name: Thomas O' Malley

Title: Director – Network Field Engineering

STATE/COMMONWEALTH OF _____

CITY/COUNTY OF _____ to-wit:

The foregoing instrument was acknowledged before me this ____ day of _____
2017, by Thomas O' Malley as Director-Network Field Engineering of Cellco Partnership d/b/a
Verizon Wireless, on behalf of the partnership.

Notary Public

My commission expires: _____

My registration number: _____

EXHIBIT A (DESCRIPTION OF LEASED PREMISES)

All that certain lot, piece or parcel of land lying, being and situate in the City of Virginia Beach, Virginia, being part of Tax Map Parcel No. having the Geographic Position Identification Number (GPIN) 1485522560001 (tower parcel) and 14855225160000 (surrounding approximately 65-acre school and access parcel), and being more particularly described as follows:

All that certain tract, piece or parcel of land, situate, lying and being in the City of Virginia Beach, Virginia, designated as "Parcel 1, Area = 2,840,614. sq. ft. = 65.212 Acres" as shown on that certain plat entitled "Plat showing Subdivision of princess Anne Park, Deed Book 2787, Page 1661 & Deed Book 1019, Page 47, and Parcel A-1, Map Book 245, Page 97-98, Located in former Kempsville and Princess Anne Boroughs, Virginia Beach, Virginia", dated March 3, 1998, prepared by Survey Bureau, Engineering Division, Department of Public Works, City of Virginia Beach, Virginia, which plat is duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach, Virginia, in Map Book 275, at pages 55-68, to which reference is made for a more particular description.

LESS AND EXCEPT that portion of property conveyed to The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia from The School Board of the City of Virginia Beach, Virginia by Deed of Dedication dated March 21, 2006 and recorded May 26, 2006 in Instrument No. 20060526000802690.

AND BEING the same property conveyed to The School Board of the City of Virginia Beach from The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia by Deed February 21, 2001 and recorded March 08, 2001 Deed Book 4372, Page 0295.

TOGETHER WITH an easement 20' wide, for pedestrian, utility and vehicular access, ingress and egress over existing roadways connecting the Leased Premises with Concert Drive, as shown on Exhibit B.

**EXHIBIT B (DESCRIPTION OF ANTENNA FACILITIES AND GROUND
FACILITIES)**

See Attached Lease Exhibit

EXHIBIT C (MEMORANDUM OF LEASE)

See Attached.

Prepared By:

Return to:

**MEMORANDUM OF LEASE AGREEMENT
COMMONWEALTH OF VIRGINIA**

THIS MEMORANDUM OF LEASE AGREEMENT is made as of this ____ day of _____, 20____, by and between THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, a municipal corporation of the Commonwealth of Virginia having a mailing address of Municipal Center, Building, One, 2401 Courthouse Drive, Virginia Beach, VA 23456 (Lessor” and Grantor for indexing purposes), and CELLCO PARTNERSHIP D/B/A VERIZON WIRELESS, a Delaware general partnership, (Lessee) having its principal place of business at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (“Lessee” and Grantee for indexing purposes).

1. Lessor and Lessee entered into a Lease Agreement dated _____, 20____ (as such may be amended, modified, extended, supplemented, restated and /or replaced from time to time, the “Lease”), for an Initial Term of five years, commencing on _____, 20____, with options for four renewal terms of five years each unless terminated in accordance with the provisions of the Lease.
2. The Leased Premises, subject to the Lease consist of a 9.5’ x 11’ lease area of real property, a 3’ wide ice bridge easement, a 4’ x 4’ door swing easement, a 20’ wide access and utility easement, and other property located in the City of Virginia Beach, Virginia, which is a portion of the property owned by Lessor and described in the attached Exhibit “A” (the “Property”).
3. A copy of the Lease is on file with Lessor and Lessee.
4. The terms, covenants and provisions of the lease, of which this is a Memorandum, shall extend to and be binding upon the respective executors, administrators, heirs, successors and assigns for Lessor and Lessee.
5. Lessee certifies that its correct address is as written above.

IN WITNESS WHEREOF, Lessor and Lessee have caused this Memorandum to be duly executed on the day and year first written above.

LESSOR: THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH,

By: _____
Chairman of the School Board

ATTEST:

Name: _____

Title: _____

STATE OF _____:
CITY OF _____

I, _____ a Notary Public, do hereby certify that _____ personally appeared before me this day and acknowledged that he/she is the Chairman of the School Board of Virginia Beach, and that by authority duly given, and as the act of THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, by the foregoing instrument was signed in its name by him/her as its Chairman.

WITNESS my hand and official seal this this _____ day of _____, 20____.

Notary Public _____

My Commission Expires: _____

LESSEE:

**CELLCO PARTNERSHIP D/B/A
VERIZON WIRELESS**

By: _____

Name: Thomas O' Malley

Title: Director – Network Field Engineering

STATE/COMMONWEALTH OF _____

CITY/COUNTY OF _____ to-wit:

The foregoing instrument was acknowledged before me this _____ day of _____
2017, by Thomas O' Malley as Director-Network Field Engineering of Cellco Partnership d/b/a
Verizon Wireless, on behalf of the partnership.

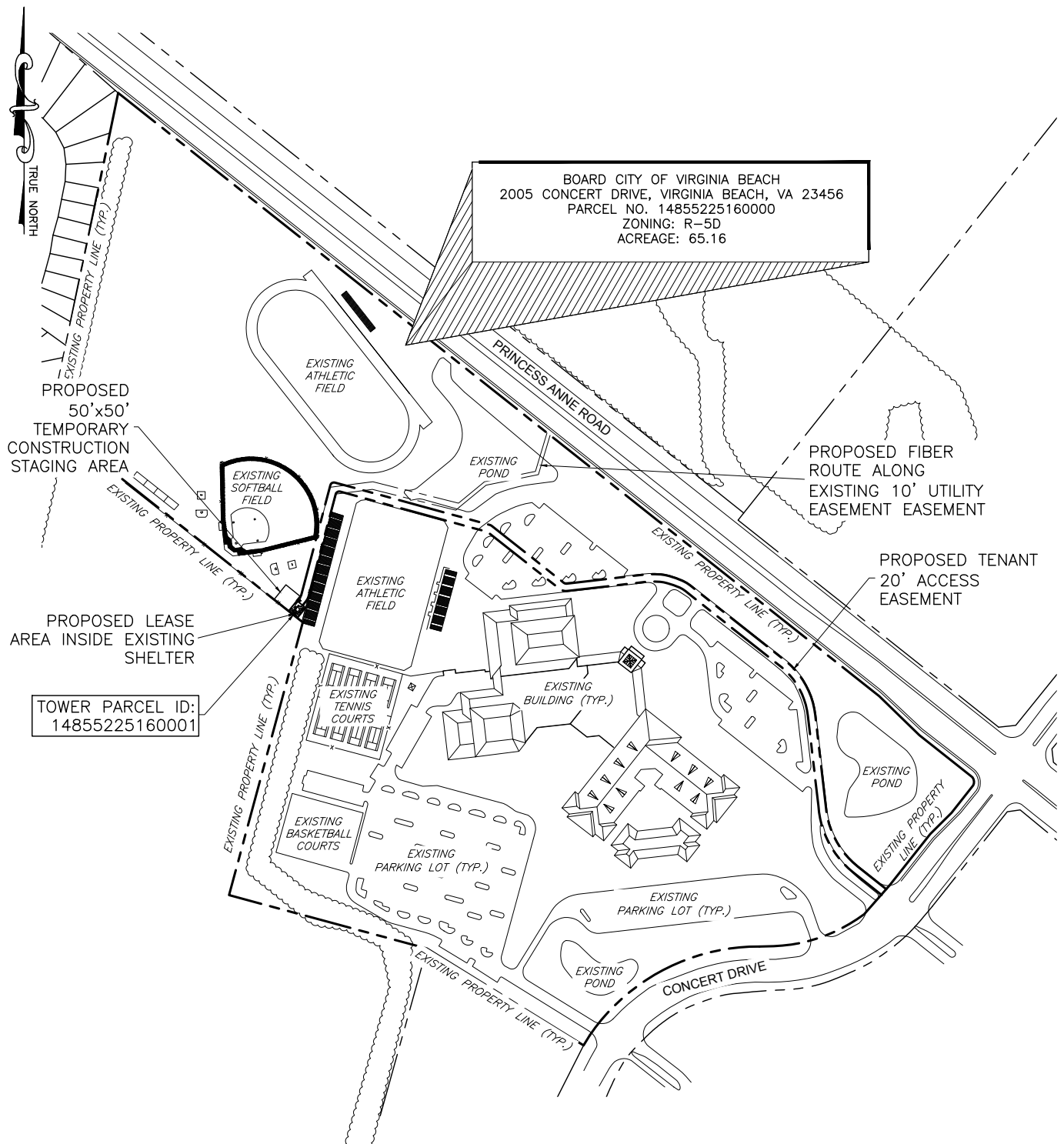
Notary Public

My commission expires: _____

My registration number: _____

EXHIBIT D (AS-BUILT DRAWINGS AND INVENTORY OF EQUIPMENT)

See Attached



LEASE EXHIBIT

NB+CTM
TOTALLY COMMITTED.

NB+C ENGINEERING SERVICES, LLC.
4435 WATERFRONT DRIVE, SUITE 100
GLEN ALLEN, VA 23060

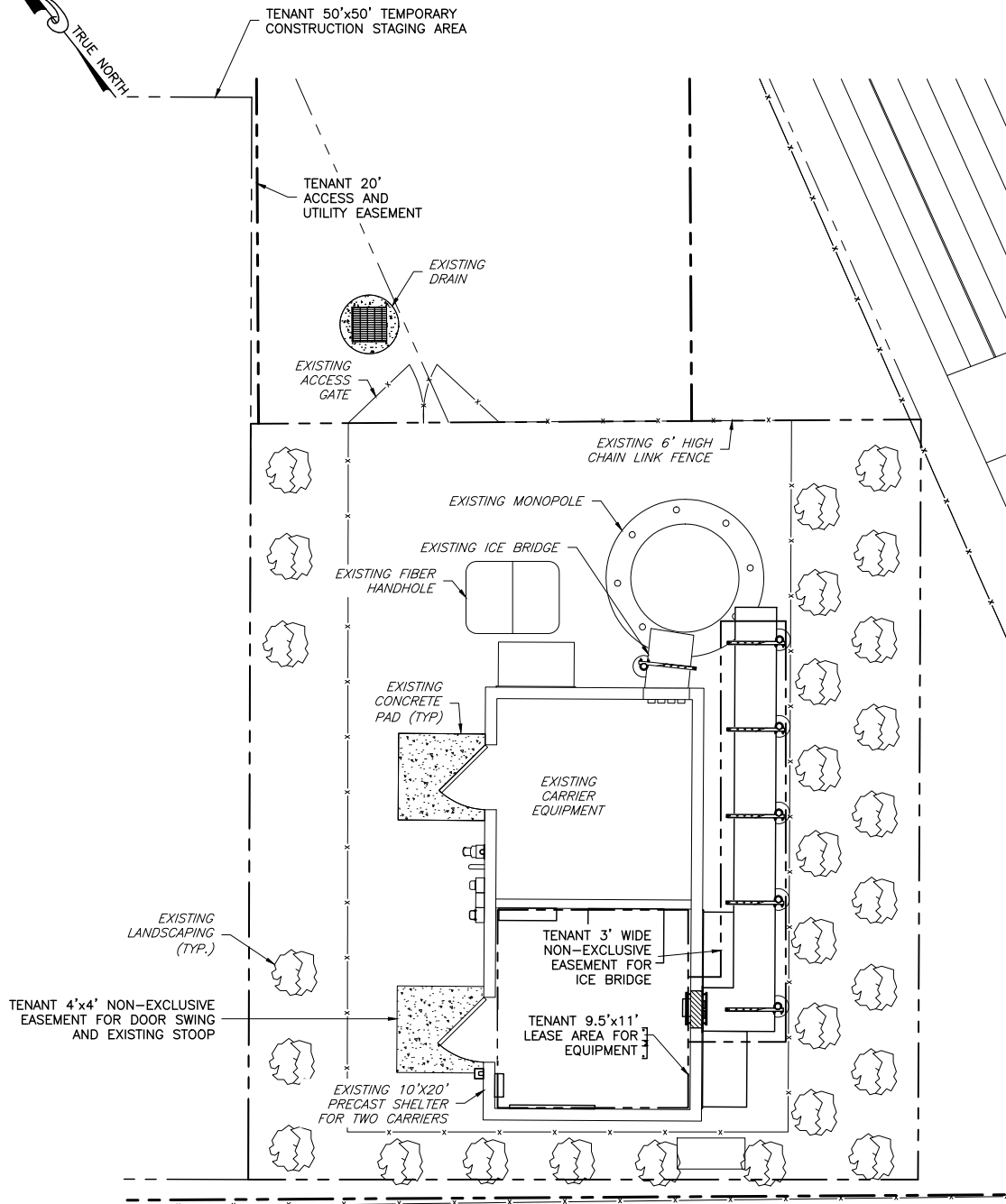
TCC
COLOCATION
2005 CONCERT DRIVE
VIRGINIA BEACH, VA 23456
CITY OF VIRGINIA BEACH

SITE INFORMATION

SITE VISIT BY: JAD
LAT (NAD 83): 36° 46' 49.5"
LONG (NAD 83): -76° 06' 11.7"

SHEET 1

08/04/17
BY: TJA



COMPOUND PLAN

NB+C
TOTALLY COMMITTED.

NB+C ENGINEERING SERVICES, LLC.
4435 WATERFRONT DRIVE, SUITE 100
GLEN ALLEN, VA 23060

TCC
COLOCATION
2005 CONCERT DRIVE
VIRGINIA BEACH, VA 23456
CITY OF VIRGINIA BEACH

SITE INFORMATION

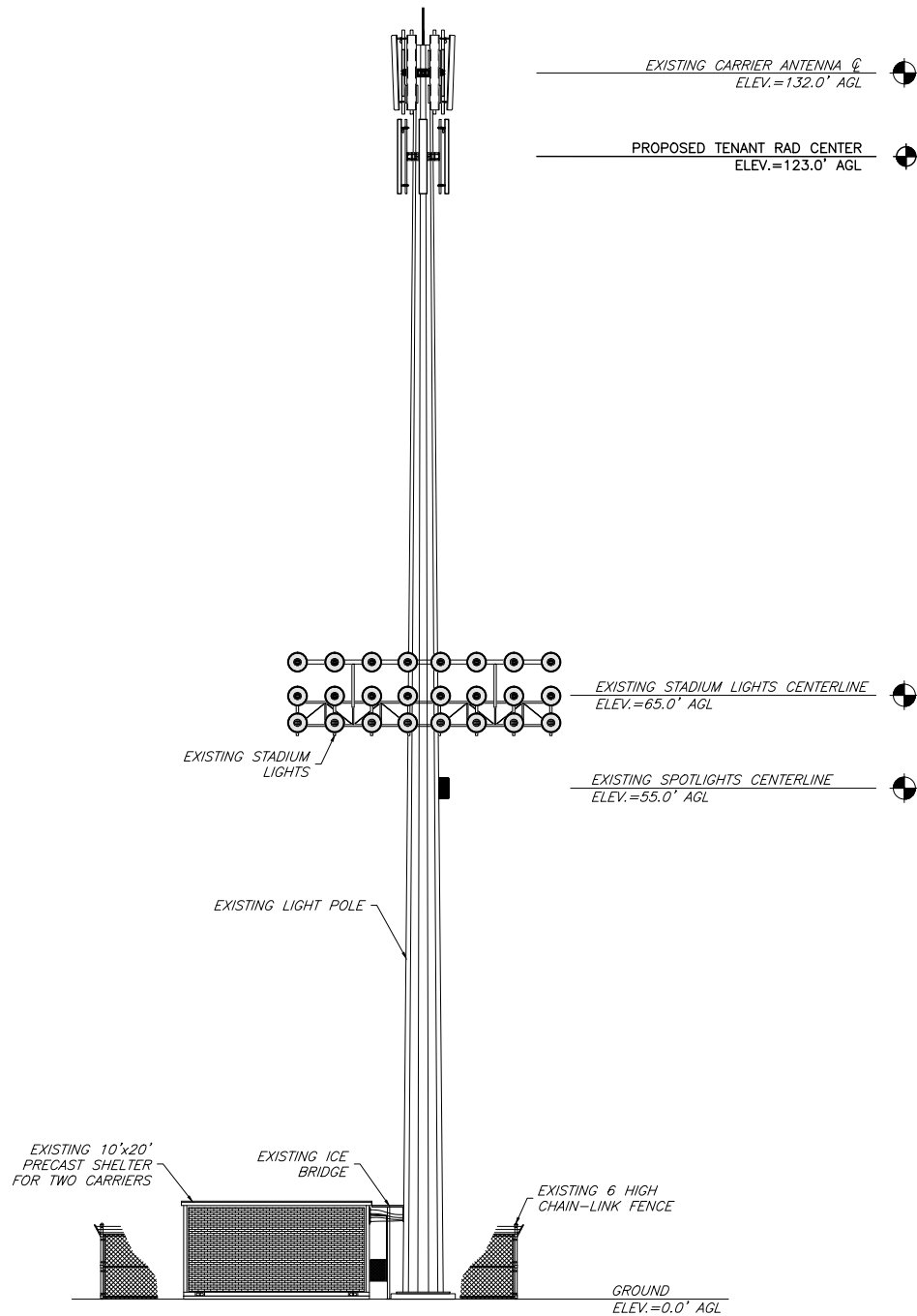
SITE VISIT BY: JAD

LAT (NAD 83): 36° 46' 49.5"

LONG (NAD 83): -76° 06' 11.7"

SHEET 2

08/04/17
BY: TJA



ELEVATION

NB+C
TOTALLY COMMITTED.

NB+C ENGINEERING SERVICES, LLC.
4435 WATERFRONT DRIVE, SUITE 100
GLEN ALLEN, VA 23060

TCC
COLOCATION
2005 CONCERT DRIVE
VIRGINIA BEACH, VA 23456
CITY OF VIRGINIA BEACH

SITE INFORMATION

SITE VISIT BY: JAD

LAT (NAD 83): 36° 46' 49.5"

LONG (NAD 83): -76° 06' 11.7"

SHEET 3

08/04/17
BY: TJA