



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Trenace B. Riggs, Chair
District 1 – Centerville

Carolyn D. Weems, Vice Chair
District 9

Beverly M. Anderson
At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

David Culpepper
District 8

Jennifer S. Franklin
District 2 – Kempsville

Victoria C. Manning
At-Large

Staci R. Martin
District 4

Kimberly A. Melnyk
District 2

Jessica L. Owens
District 3 – Rose Hall

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda
Tuesday, May 9, 2023

Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453
(757) 263-1000

Public seating is available, and members of the public will also be able to observe the School Board Meeting through livestreaming on schoolboard.vbschools.com/meetings/live, broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_4-gTXJ-CQOaFFreyZ2O5mg Call-in (301) 715-8592 ID 836 5741 0775

The School Board’s expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on May 8, 2023.

- 1. Administrative, Informal, and Workshop (Holland Road Annex – Einstein Lab (Band/Room 603) 3:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Literacy Update
 - C. Bylaw Discussion on Student Representative to the School Board
 - D. Procurement and SWAM
- 2. Closed Session (as needed)**
- 3. School Board Recess5:30 p.m.**
- 4. Formal Meeting (Holland Road Annex – School Board Room/Auditorium)6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
 - A. National Nengajo Art Contest, first place - Brandon Middle School
 - B. 2023 VSBA Tidewater Regional Art Contest – Woodstock Elementary, Virginia Beach Middle, Kellam High
 - C. Virginia ProStart Invitation 2023 Culinary Management Competition - Kempsville High School
 - D. Virginia DECA State Leadership Conference, first place, Quick Serve Restaurant Individual Series Event – Kempsville High School
 - E. 2023 VHSL Class 5 Theatre Festival, Outstanding Performer - Salem High School
 - F. VBCPS 2022-2023 Virginia Association for the Gifted Outstanding Teacher of the Year Awards - Plaza Middle School and Thoroughgood Elementary School
 - G. National AVID Demonstration Schools – Great Neck and Salem middle schools
 - H. First Place in Public Forum Debate at VHSL State Debate Competition - Princess Anne High School
 - I. VHSL Division 5 State Debate Champions - First Colonial High School
 - J. NJROTC Area 5 Drill, Athletic and Academic Championship, first place - Green Run High School
- 8. Adoption of the Agenda**



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- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
A. April 25, 2023, Regular School Board Meeting
- 11. Public Comments (until 8:00 p.m.)**
The School Board will hear public comments at the May 9, 2023, School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on May 9, 2023. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the Holland Road Annex, 2323 Holland Road, Virginia Beach, Virginia 23453 by 5:45 p.m. May 9, 2023. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.
- 12. Information**
A. Summer Learning Update
B. Federal Grant Applications
C. Bylaw Discussion on Student Representative to the School Board
D. Resolution from a School Board Member
- 13. Return to public comments if needed**
- 14. Consent Agenda**
A. Resolutions:
1. School Nurse Appreciation Day
B. Policy Review Committee (PRC) Recommendations:
1. Policy 2-3/Consultants
2. Policy 3-68/Employee Lactation Support
3. Policy 4-29/Employee Lactation Support
4. Policy 4-34/Personnel Protection from Assault/Other Acts
5. Policy 5-19/Pregnant and Parenting Students, and Lactation Support
C. General Fees Schedule FY 2023-2024
- 15. Action**
A. Personnel Report / Administrative Appointments **Updated 05/11/2023**
B. Budget Transfers
- 16. Committee, Organization or Board Reports**
- 17. Return to Administrative, Informal, Workshop or Closed Session matters**
- 18. Adjournment**



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

Section: Administrative, Informal, and Workshop **Date:** May 9, 2023

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Lorena L. Kelly, Ph.D., Executive Director, Elementary Teaching and Learning

Presenter(s): Lorena L. Kelly, Ph.D., Executive Director, Elementary Teaching and Learning

Recommendation:

That the school board receive an updated on winter academic performance of students based on mid-year Reading Inventory (RI) data, brief description of the literacy program, and an update on the Virginia Literacy Act.

Background Summary:

The Department of Teaching and Learning supports schools with analyzing information to provide resources to support teachers to effectively implement the components of the Teaching and Learning Framework and to ensure evidence-based literacy instruction occurs in all classrooms in alignment with the Virginia Literacy Act.

Source:

Virginia Department of Education (VDOE), Virginia Literacy Act (VLA).

Budget Impact:

N/A



Subject: Student Representative to the School Board- Bylaw 1-7 Adoption **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** May 9, 2023

Senior Staff: Aaron Spence, Superintendent

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Jennifer Franklin, School Board Member; Jessica Owens, School Board Member

Recommendation:

That the School Board adopt Bylaw 1-7 to create a Student Representative to the School Board position and set forth the duties and responsibilities for this position

Background Summary:

School Board Members Jennifer Franklin and Jessica Owens have studied the benefits of having a Student Representative to the School Board and are recommending that the School Board adopt Bylaw 1-7 to allow for a Student Representative to the School Board. After consulting other School Boards that have student representatives and consulting with Dr. Spence, Ms. Franklin and Ms. Owens are recommending a unique approach that seeks to promote more diversity in the student representative to the School Board. Each comprehensive school will have a senior and a junior student representative appointed by the school principal. Renaissance Academy, Green Run Collegiate Academy, the Achievable Dreams Academy will each have one student representative. The Superintendent will develop the procedure for applications and appointment of student representatives using eligibility criteria set forth in the Bylaw. Student representatives will meet through a student representative council to review School Board Agenda materials and issues affecting students and develop positions on these issues that will be presented by one student representative to the School Board. Only one student representative will attend each School Board Meeting to consult with the School Board regarding the student representatives council's consensus position on agenda materials. Student representatives will be assigned meetings to attend and to serve as the Student Representative to the School Board. Student representatives have no voting rights, may not access confidential information, and have only those duties and responsibilities assigned by the School Board.

The Policy Review Committee reviewed the proposed Bylaw on 4/5/23 and determined that the entire School Board should consider the proposed Bylaw in a Workshop or on the Information Agenda.

Source:

Code of Virginia § 22.1-86.1, as amended.

Budget Impact:

Student Representative to the School Board

A. Purpose

The School Board believes that the opinions and concerns of its students are important and should be incorporated into the School Board's consideration of matters affecting the School Division. The Virginia General Assembly allows local school boards to appointment student representatives to advise a school board. Accordingly, the School Board will have student representatives who will serve on a rotating basis as the student representative at School Board Meetings.

B. Eligibility, term of appointment, removal from appointment

Number of student representatives. Each comprehensive high school will have two student representatives from each traditional high school and Green Run Collegiate, Renaissance Academy and An Achievable Dream Academy- high school programs will each have one student representative. The student representatives will be selected to serve in a non-voting, advisory capacity. They will represent the interests of students in the Virginia Beach City Public Schools and the schools will have a rising junior and a rising senior appointed as the student representatives. A student who has served as the junior student representative may apply for the senior representative and, unless good and just cause exists not to appoint that student, should be appointed to the senior student representative position.

1. Term of appointment. The term of appointment will be July 1st- June 30th of each year. Student representatives will begin their terms of appointment on July 1st and may begin orientation and training for their roles as student representative before that time. The term of appointment may be adjusted the initial year after adoption of this Bylaw.
2. Eligibility to serve as student representative. To be eligible to apply and serve as a student representative, a student must:
 - a. Be and remain enrolled in Virginia Beach City Public Schools.
 - b. Have and maintain a minimum grade point average of 2.5.
 - c. Have no immediate family relationship with a current School Board Member or the Superintendent.
 - d. Not have felony charges or child protective services findings.
 - e. A student representative who has pending long term disciplinary or expulsion matters will be suspended from service as a student representative until conclusion of the student disciplinary matter. A student representative who receives long term suspension or expulsion will not be eligible to serve as a student representative until conclusion of the discipline imposed.

C. Selection process

The Superintendent or designee is authorized to develop a process for selection of student representatives and replacement of student representatives when necessary. For the purpose of obtaining diversity of student opinions and concerns, the School Board strongly encourages the selection of students who may not otherwise be serving in student leadership positions at the school.

D. Duties and responsibilities

1. Student representatives serve in an advisory capacity to the School Board. Student representatives will not have the right to vote, propose actions on agenda items, or alter the agenda.
2. Student representatives will only have those duties and responsibilities specifically assigned by the School Board.
3. Student representatives to the School Board do not have voting rights on any matter before the School Board or the School Division.
4. At each regularly scheduled School Board Meeting and School Board retreats, one student representative will attend and provide input to the School Board on agenda items.
5. At its discretion, the School Board may invite more than one student representative to attend meetings or School Board events.
6. Student representatives will be available to attend a minimum of one pre-selected school board meeting, retreat or special event during the 2023-2024 school year. If they cannot attend, then they will find an alternate student representative for their assigned meeting.
7. Read and review all agenda materials for that meeting and be prepared to participate in discussions regarding agenda materials.
8. Seek advice or guidance from School Board Members or the Superintendent's designee regarding agenda materials or presentation of student opinions and concerns to the School Board.
9. Follow parliamentary procedure and School Board bylaws and policies.
10. Attend student representative council meetings and convey concerns and opinions regarding the student's school to the other members of the student representative council.
11. Should an occasion arise when a student representative cannot find a substitute and, with the permission of the school principal, a student representative may be released without penalty from class or extracurricular obligations to perform duties as a student representative.

E. School Board Member mentoring

The School Board Vice Chair or designee will serve as the mentor and contact person for student representatives. The Superintendent or designee will provide training and supervision of student representatives and develop an annual schedule for student representatives to serve as the student representative at each School Board Meetings.

Legal Reference:

Code of Virginia § 22.1-86.1, as amended. Appointment of student representatives to local school boards.

DRAFT



Subject: Procurement and SWAM **Item Number:** 1D

Section: Administrative, Informal, and Workshop **Date:** May 9, 2023

Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services
Crystal Pate, Chief Financial Officer, Department of Budget and Finance

Prepared by: Carla Smith, Director of Procurement
Melisa A. Ingram, Executive Director of Facilities Services

Presenter(s): Carla Smith, Director of Procurement
Melisa A. Ingram, Executive Director of Facilities Services

Recommendation:

That the School Board receive information about procurement processes, reporting and data regarding Small, Women- and Minority- Owned (SWAM) businesses.

Background Summary:

A briefing on SWAM procurement will include background on our policy, process, reporting, and some discussion on our participation in an upcoming disparity study with the City of Virginia Beach.

Source:

School Board Policy 3-2.

Budget Impact:

N/A



Subject: School Board Recognitions **Item Number:** 7A-J

Section: Student, Employee and Public Awards and Recognitions **Date:** May 9, 2023

Senior Staff: Natalie Allen, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): Carolyn Weems, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the May 9, 2023, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. National Nengajo Art Contest, first place - Brandon Middle School
2. 2023 VSBA Tidewater Regional Art Contest – Woodstock Elementary, Virginia Beach Middle, Kellam High
3. Virginia ProStart Invitation 2023 Culinary Management Competition - Kempsville High School
4. Virginia DECA State Leadership Conference, first place, Quick Serve Restaurant Individual Series Event – Kempsville High School
5. 2023 VHSL Class 5 Theatre Festival, Outstanding Performer - Salem High School
6. VBCPS 2022-2023 Virginia Association for the Gifted Outstanding Teacher of the Year Awards - Plaza Middle School and Thoroughgood Elementary School
7. National AVID Demonstration Schools – Great Neck and Salem middle schools
8. First Place in Public Forum Debate at VHSL State Debate Competition - Princess Anne High School
9. VHSL Division 5 State Debate Champions - First Colonial High School
10. NJROTC Area 5 Drill, Athletic and Academic Championship, first place - Green Run High School

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

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

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

None.



Subject: Approval of Minutes **Item Number:** 10A

Section: Approval of Meeting Minutes **Date:** May 9, 2023

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board adopt the following set of minutes as presented:

- A. April 25, 2023 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



School Board Services

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Kimberly A. Melnyk
District 2

Jessica L. Owens
District 3 – Rose Hall

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, April 25, 2023

Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453
(757) 263-1000

- 1. Administrative, Informal, and Workshop:** Chair Riggs convened the Administrative, Informal, and Workshop session at 4:02 p.m. on the 25th day of April 2023 and announced members of the public will be able to observe the School Board meeting through live streaming on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom; welcomed members of the public both in person and online.

In addition to Donald E. Robertson, Ph.D., Chief of Staff, standing in for Superintendent Spence (out of town/conference), the following School Board members were present in the Holland Road Annex/Einstein Lab: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The following School Board member attended via Zoom: Ms. Martin (medical reason/sick).

- A. School Board Administrative Matters and Reports: Today, Dr. Robertson attended the Access College Foundation award ceremony with Dr. Walter Brower, Senior Executive Director of High Schools. The event was held at the Ted Constant Center Chartway Arena at Old Dominion University. There were over 2,000 students in attendance with the largest continuum from Virginia Beach City Public Schools; several our students received scholarships. Vice Chair Weems mentioned amending the agenda during the formal meeting to remove Agenda item #12E – Bylaw Discussion on Student Representative to the School Board and defer the topic to a later meeting date under workshop; Chair Riggs attended the VSBA Spring Networking Forum at Smithfield High School and VBCPS students won first place in all the three Art Contest categories (Elementary, Middle, and High School); the guest speaker was Dr. John Gordon, Superintendent of Suffolk (VA) Public Schools.
- B. New Science Standards Update: Kipp Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning and Lorena Kelly, Ph.D., Executive Director, Office of Elementary Teaching and Learning, provided the School Board an update on the 2018 Science Standards of Learning which have gone into full implementation this year and will be tested on the 2023 Spring Standards of Learning assessment; Dr. Rogers provided a brief welcome and introduced Dr. Kelly; reviewed the Scientific and engineering practices (SEPs) – are included and identified as standards in each grade or course, include the same six practices in every grade; science & engineering practices: asking questions, planning and carrying out investigations, analyzing and interpreting data, developing and using models, constructing explanations, obtaining, evaluating and communicating information; shared example of SOL science assessment blueprint, Grade 5 2010 version and 2018 version; reviewed impact of 2018 expectations on SOL assessment – different expectations: scientific investigation and SEPs built into content questions to a greater degree, blueprint categories, introduction of new style of question – “cluster items”; 2018 standards tested in Grade 5, Grade 8, and Biology SOL assessments only; Earth Science and Chemistry will continue to test on 2010 standards; shared examples on new item type: cluster items; support for the changes: ongoing professional learning opportunities, curricular updates, school level support, assessment changes with enhanced rigor and similar cluster item types.

The presentation continued with questions and comments regarding professional learning for staff; baseline scores; state SOLs; application of student understanding; which students will be assessed; cluster items and scientific items; more than memorization; application.

- C. **Professional Learning Annual Requirement:** Janene Gorham, Ed.D., Director of Professional Growth and Innovation, presented the School Board information regarding professional learning for the 2022-2023 school year and a preview of professional learning for the 2023-2024 school year; professional learning program (PLP) – a program of high quality professional development, professional learning as an integral part of comprehensive plans, participation by all instructional personnel each year; content drivers of the PLP: division goals, school goals, individual goals; program components: essential – mandatory requirements, choice – individual needs, site-based – school and individual needs; as of March 30, 2023 – activities offered: 1,231, total enrollments: 22,728, total unique enrollments: 5,963; site-base activities as of March 30, 2023 – activities offered: 1,812; reviewed examples of statutory requirements; reviewed 2022-2023 PLP essential requirements; shared 2022-2023 notable professional learning activities for instructional staff: professional learning for assistants day, licensure assessment test preparation, new professional learning opportunities for assistant principals; reviewed 2023-2024 essential professional learning such as, interaction strategies to decrease challenging behavior for all teachers, youth mental health first aid training for all school counselors, mathematics conference for all secondary mathematics teachers; 2023 DTAL Summer Conference – Future Ready: Igniting Possibilities (August 7, 2023), focused on educational excellence, student well-being, student ownership of learning, and an exemplary, diversified workforce; 2023-2024 professional learning for school administrators: Summer Leadership Conference – Hope in Action: Empowering Leaders to Create Positive Change (July 19-20, 2023), quarterly citywide meetings, monthly league meetings, summer short courses, professional learning series for assistant principals. Professional learning for leadership development: continuing – leadership and management series (café and custodial staff), aspiring administrators pathway, aspiring principals; new one year pathway for 2023-2024: Aspiring Leaders (school-based staff), Advancing Leaders (central support staff); professional learning for non-instructional staff: job-specific skills, power skills – on demand learning (Learning on the Go podcasts, Udemy Business Platform); the presentation continued with brief questions and comments regarding teacher pay for professional development; incentive for non-instructional staff.
- D. **Mentoring Process for New Teachers:** Janene Gorham, Ed.D., Director of Professional Growth and Innovation, presented the School Board information on the New Teacher Mentor process; Mentor Teacher Program – a means to support teacher effectiveness and promote teacher retention; local program intentions: improving teacher effectiveness, accelerating growth, overall job satisfaction, and retention; reviewed structure of program – school-based: designated administrator, lead mentor (\$300/semester), mentors (\$300/semester); central support – PGI Specialist, Teacher Retention Liaisons; supports for lead mentors and mentors: summer training, monthly lead mentor online check-ins, monthly newsletter, resources for monthly school-based support meetings; our mentees – required: beginning teachers including career switchers (less than 160 days of teaching), provisionally licensed special education teachers, in addition – experienced teachers from other counties as needed, teachers hired after October, special cases are considered; reviewed current data: 617 educators hired this year, 376 educators are being mentored; reviewed funding figures; 2021-2022 new teacher mentoring evaluation – key findings: 75% reported the mentoring program was very effective or effective, 92% reported the frequency of their meetings met their needs, 97% reported they felt very comfortable or comfortable approaching their mentor; support after first year of teaching: Survive and Thrive professional learning sessions, Teacher Retention Liaisons, school-based instructional coaches, professional learning communities (PLCs), Department of Teaching and Learning instructional specialists and coordinators. The presentation continued with questions and comments regarding mentoring resources; supports available; funding; information available to instructional staff; coaches are proactive and meeting with teachers; stipend for mentoring; and communicating with new teachers.

2. **Closed Session:** At 4:58 p.m., Vice Chair Weems read the following: I move the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 2, 7, 8 and 19, as amended, to deliberate on the following matters:
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor,

the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

19. Discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such matters or a related threat to public safety; discussion of information subject to the exclusion in subdivision 2 or 14 of § 2.2-3705.2, where discussion in an open meeting would jeopardize the safety of any person or the security of any facility, building, structure, information technology system, or software program; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.

Namely to discuss:

- A. Student Discipline and School Security measures for specific cases.
- B. Appointment of Discrimination Hearing Officer.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Vice Chair Weems made the motion, seconded by Mr. Callan. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

At 5:05 p.m., the School Board recessed into Closed Session in the Holland Road Annex/Einstein Lab.

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

- B. Appointment of Discrimination Hearing Officer: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Chief of Staff; Regina M. Toneatto, Clerk of the Board.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Chief of Staff; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 5:29 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Meeting:

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

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

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

Ms. Melnyk made the motion, seconded by Ms. Anderson. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal, and Workshop session at 5:00 p.m.
4. **Formal Meeting (Holland Road Annex – School Board Room/Auditorium) 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Riggs convened the meeting of the School Board at the Holland Road Annex, School Board Room/Auditorium at 6:00 p.m. on the 25th day of April 2023 and welcomed members of the public both in person and online.

In addition to Superintendent Spence, the following School Board members were present: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The following School Board member attended via Zoom: Ms. Martin (medical reason/sick).

6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. **Sister Cities Youth Ambassador for 2023:** The School Board recognized Dorian Muncy, a ninth-grade student attending the Global Studies and World Languages Academy at Tallwood High School as the Sister Cities Association of Virginia Beach Youth Ambassador for 2023.
 - B. **NASM Certified Personal Training Achievement – Tallwood High School:** The School Board recognized the first VBCPS students to receive personal training certification for the National Academy of Sports Medicine, Tallwood High School students, Tyler Ziemba and Alex Ortiz.
 - C. **VHSL Region 5A One Act Play State Championship – Salem High School:** The School Board recognized the students from Salem High School’s Visual and Performing Arts Academy who won the VHSL Regina 5A One Act Play State Championship.
 - D. **2023 VHSL Class 5 Girls Swimming – 50 Freestyle and 100 Freestyle – First Colonial High School:** The School Board recognized Kayleigh Duffy, a junior at First Colonial High School, for being the 2023 VHSL Class 5 Girls Swimming State Champion in the 50 Freestyle and 100 Freestyle.
 - E. **2023 VHSL Class 5 Girls Swimming – 200 Freestyle Relay – First Colonial High School:** The School Board recognized the students from First Colonial High School who won the 2023 VHSL Class 5 Girls Swimming State Championship in the 200 Freestyle Relay.
 - F. **2023 VHSL Class 5 Girls Swimming – 400 Freestyle Relay – First Colonial High School:** The School Board recognized the students from First Colonial High School who won the 2023 VHSL Class 5 Girls Swimming State Championship in the 400 Freestyle Relay.
 - G. **2023 VHSL Class 5 Girls Swimming – Team State Champions – First Colonial High School:** The School Board recognized the First Colonial High School girls swim team as the 2023 VHSL Class 5 Girls Swimming State Champions.
8. **Adoption of the Agenda:** Vice Chair Weems made a motion to amend the agenda to remove item 12E under Information – Bylaw Discussion on Student Representative to the School Board and defer it to a future Workshop; Ms. Brown seconded the motion; a brief discussion followed regarding the change of item 12E – Bylaw Discussion on Student Representative to the School Board; concerns or questions regarding the item can be sent to Ms. Franklin and Ms. Owens; ability for a full discussion on topic at a future Workshop session. Without future discussion, Chair Riggs called for a vote on moving agenda item 12E to another date for workshop and adopting the agenda as amended. The School

Board Clerk announced there were nine (9) ayes in favor of the motion to move agenda item 12E to another date for workshop and to adopt the agenda as amended: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Martin, and Ms. Melnyk. There were two (2) nays opposed to the motion: Ms. Franklin and Ms. Owens. The motion passed, 9-2-0.

- 9. Superintendent's Report:** Superintendent Spence shared the following information: 1) Teacher Appreciation Week – May 8 through May 12, a resolution will be presented this evening recognizing more than 5,000 teacher who serve our students; 2) Little Feet Meet event on March 28 – more than 150 student athletes from multiple schools participated at Tallwood High School, the athletes were supported by about 100 Tallwood High student volunteers at the annual event, which is a partnership with Special Olympics Virginia; 3) Month of the Military Child - schools have been actively celebrating the Month of the Military Child this month, honoring the families of our 12,000 military-connected students, for example: North Landing Elementary recognized Purple Up Day last week by having military parents come to welcome students to school, and Strawbridge Elementary staff members and students formed a huge purple star on school grounds, opening reception of "The Art of Being a Military Child" at Lynnhaven Mall – the contest inspired more than 700 entries from our students; 4) the Office of Family and Community Engagement carried out a successful "Restock-n-Roll" event April 19. More than 850 families participated in the drive-through school supply giveaway at the Plaza Annex FACE Center and at the Princess Anne YMCA; 5) VBCPS celebrated the Season for Nonviolence with a community reception April 6 at Renaissance Academy, our student artists submitted amazing art and poetry inspired by the season, Mayor Bobby Dyer and many community members engaged with our student artists and reflected on the significance of the season; and 6) Landstown High School students just returned from Johnson Space Center in Houston, where NASA scientists judged the top 10 student finalists from across the country, Landstown culinary students were there to present their Three Sisters Stew as a hearty soup that astronauts and cosmonauts could prepare aboard the space station, also earlier in the school year, NASA engineers visited Landstown to work with students on their designs for a lunar rover collapsible mirror, lunar scooter wheels and several other devices, at a regional competition at NASA Langley Research Center, our students were recognized as semifinalists or received honorable mentions.

10. Approval of Meeting Minutes

- A. April 4, 2023, Regular School Board Meeting: Chair Riggs mentioned one correction to the April 4, 2023 regular School Board meeting minutes – the word "without" was omitted, the minutes were updated and reposted on April 24, 2023. Chair Riggs called for any additional modifications to the April 4, 2023 meeting minutes. Hearing none, Chair Riggs called for a motion to approve the April 4, 2023 minutes as presented. Mr. Callan made the motion, seconded by Ms. Manning. Without discussion, Chair Riggs called for a vote to approve the April 4, 2023 minutes. The School Board Clerk announced the motion passed unanimously, 11-0-0.

11. Public Comments (until 8:00 p.m.)

Chair Riggs announced the School Board will hear public comments until 8:00 p.m. on matters relevant to Pre-K – 12 public education in Virginia Beach and the business of the School Board and School Division. Chair Riggs mentioned information regarding speaker process and submitting comments via group email. There were thirty-six (36) in person speakers (including sixteen (16) student speakers) and three (3) online speakers; topics discussed were VDOE Model Policy; transgender students; parental rights; student rights; gender diversity; supporting all students; using preferred name and pronoun; human rights; respect and dignity for students; mental health of transgender students; Policy 6-65; library materials; parent opt out form; restricting books; freedom to read; LMS duties; Diary of Anne Frank; VHSL Lacrosse season; censorship; book challenges; evaluating books; the First Amendment; and PRC Committee.

The Public Comments were suspended at 8:00 p.m., to continue with the formal meeting and the items on the information agenda.

12. Information

- A. Interim Financial Statements – March 2023: Daniel Hopkins, Director of Business Services, presented the following financial information to the School Board: as of March 31, overall revenue trend remains acceptable at this point in the fiscal year; General Assembly agreed on a budget; projected budget is about \$1.4 million higher; major changes – Basic Aid decreasing \$9.3 million and Sales Tax increasing \$10.7 million; Federal revenues showing a favorable trend; received Impact Aid payments of approximately \$14 million through end of February; other sources of revenue are favorable due to Spot Arm Enforcement and sale of capital assets; sales tax receipts are at an acceptable level; year-to-date through March – approximately \$3.2 million higher than same time last year; April

sale tax is down from the previous year by \$389,000; and expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year.

- B. Policy Review Committee (PRC) Recommendations: That the School Board adopt, amend, or repeal School Board Bylaws and policies as recommended by the Policy Review Committee after the PRC's April Meeting. School Board Attorney, Kamala H. Lannetti presented the following:
1. Policy 2-3/Consultants: The PRC recommends amending the Policy to have the Superintendent provide a monthly report of consultants hired for services totaling over \$10,000. There was a brief clarifying discussion on the monthly report.
 2. Policy 3-68/Employee Lactation Support: The PRC recommends repealing Policy 3-68 and adopting Policy 4-29 as the new Employee Lactation Support policy.
 3. Policy 4-29/Employee Lactation Support: The PRC recommends adopting Policy 4-29 (formerly Policy 3-68) with certain amendments. There was a brief mention and thanks for the work done on the policy.
 4. Policy 4-34/Personnel Protection from Assault/Other Acts: The PRC recommends significant amendments to clarify the procedures that employees should follow when accused of assaulting or actions against others. There was a brief discussion on the policy regarding time frame of notice; reference to Policy 4-5.
 5. Policy 5-19/Pregnant and Parenting Students, and Lactation Support: The PRC recommends amending Policy 5-19 to provide lactation support for students who are breast feeding their children.
 6. Policy 6-65/Library Media Centers: The PRC recommends significant amendments to Policy 6-64 to address how sexually explicit library materials will be procured and maintained in media centers. A discussion followed regarding need for the policy; LMS concerns shared during the Public Comments; explanation from PRC members; reviewing books in library; procedures in place for parents; library books in elementary schools; library books in middle and high schools; graphic novels; awareness of books in libraries; list of explicit books; Senate Bill 656; section 2B of policy; clarification on definitions; instructional materials and library materials; library materials - books and online resources/books; book fairs; access to information; censorship; process to challenge materials; notification to parents of instructional materials; ODS library (both elementary and middle school); state law regarding policy review cycle; policy 6-65 to be returned to the Policy Review Committee (PRC).
- C. General Fees Schedule FY2023-2024: Crystal Pate, Chief Financial Officer, provided the School Board the list of proposed FY 2023-24 General Fees Schedule including the rates for student fees for optional/ancillary services or activities; mentioned increases for Adult Learning Center – tuition, texts, and materials and LPN Program; Technical and Career Education Center courses – Practical Nursing I and II, Cosmetology (tool kits), Electronics I (lab pack fee); Nonresident Student Tuition – Other, Elementary Level and Other, Secondary Level, F-1 Student Tuition; there was a brief discussion regarding F-1 students and no tuition fees for full time employees (elementary and secondary level).
- D. Building Utilization Committee Report to School Board: Ronald Berkebile, Demographer/GIS Manager, provided the School Board information from the 2022-23 Building Utilization Committee (BUC); summarizing their annual assessment of school attendance zones, student membership, housing trends, student membership projections, and building utilization, as prescribed by School Board Policy 5-14; there are no recommended changes to school attendance zones; mentioned Policy 5-14 – School Attendance Zones; mentioned the BUC Committee members; reviewed data – SY 22/23 student enrollment: in over 86 school facilities, VBCPS serves 63,598 K-12 students; additional 1,762 students are served in programs/grades ECE, PK-VPI or SECEP; reviewed some historical data; summarized historical and projected student membership; reviewed building utilization – density map; city-wide student distribution; building utilization/optimum capacity – determination: the number of seats in a school building; elementary schools – 53 elementary school zones, 75% of school are within the capacity range, Point O'View was the only school slightly over capacity (10.1%); middle schools – 13 middle school zones, no middle schools over capacity, five of fourteen under-capacity; high schools – 11 high school attendance zones, no high school over capacity, five of twelve under-capacity; the presentation continued with questions and comments regarding the density map; school capacity; demographic and economic issue; high school capacity (Salem HS, Tallwood HS, Kellam HS); price of housing; cost of living; and number of portables.
- E. Bylaw Discussion on Student Representative to the School Board: Note, the item was removed from the agenda; see agenda item #8 – Adoption of the Agenda.
- 13. Return to public comments if needed:** The Public Comments resumed at 9:33 p.m. and concluded at 9:55 p.m. See agenda item #11 for topics discussed.

Note: Ms. Martin left the meeting (via Zoom) at 9:36 p.m. due to illness. Ms. Manning left the meeting at 9:53 p.m. due to a family medical emergency.

14. Consent Agenda: Chair Riggs read the following items on the Consent Agenda:

- A. Resolutions:
1. Asian American and Pacific Islander Heritage Month: Recommended that the School Board approve a resolution endorsing Asian American and Pacific Islander Heritage Month.
 2. Jewish American Heritage Month: Recommended that the School Board approve a resolution endorsing Jewish American Heritage Month.
 3. Teacher Appreciation Week: Recommended that the School Board approve a resolution in observance of May 8-12, 2023 as Teacher Appreciation Week.
- B. Policy Review Committee (PRC) Recommendations: Recommended that the School Board adopt, amend, or repeal School Board Bylaws and policies as recommended by the Policy Review Committee after the PRC's April Meeting.
1. Policy 4-5/Criminal or Child Protective Services Charges/Findings of Filed Against Employee: Notification of Superintendent: The PRC recommends clarifying language, requiring employees to provide updates regarding criminal charges or CPS findings and having Human Resources assist employees with forms.
 2. Policy 4-56/Duties and Responsibilities of Professional Teaching Staff: The PRC recommends removing the editor's notes and updating the references.
 3. Policy 4-41/Personnel Protection from Assault/Other Acts: The PRC recommends repealing Policy 4-41.
- C. Technical and Career Education Carl Perkins SY24 Grant: Recommended that the School Board approve the Local Plan and Budget for Perkins Grant Funding for Career and Technical Education 2023-2024.

After reading the items on the Consent Agenda, Chair Riggs called for any objections to the Consent Agenda items. Hearing none, Chair Riggs called for a motion to approve all the items on the Consent Agenda as presented. Ms. Melnyk made the motion, seconded by Ms. Franklin. Chair Riggs asked for the resolutions to be read.

Ms. Franklin read the following resolution:

RESOLUTION
Asian American and Pacific Islander Heritage Month
May 2023

WHEREAS, the month of May is set aside to honor the contributions Asian American and Pacific Islanders (AAP) have made to our city and country; and

WHEREAS, Asian Americans and Pacific Islanders are an integral part of our city's great mosaic of citizens; and

WHEREAS, Virginia Beach has a significant Filipino population, at least four percent and growing that continues to shape the city's culture; and

WHEREAS, the Asian American and Pacific Islander community is an inherently diverse population, comprised of more than 45 distinct ethnicities and more than 100 language dialects;

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach this 25th day of April, 2023.

Ms. Owens read the following resolution:

RESOLUTION
Jewish American Heritage Month
May 2023

WHEREAS, on April 20, 2006, the federal government proclaimed that May would be Jewish American Heritage Month, a time to celebrate and recognize Jewish American contributions to American culture, history, education, and government; and

WHEREAS, the Jewish people have proudly sustained their identity and traditions while facing oppression, discrimination, and persecution; and

WHEREAS, the Jewish community is strong and continue to devote their skills and energy to make invaluable contributions to our city and country through their leadership and achievements; and

WHEREAS, issues currently affecting Jewish Americans such as civil rights abuses, harmful stereotyping, harassment, and bullying, must be combated in the forms of education and awareness; and

WHEREAS, there is a need for public education, awareness and policies that are culturally competent when describing, discussing, or addressing the impacts of being a Jewish American in all aspects of American society, including discourse and policy; and

NOW, THEREFORE, BE IT

RESOLVED: That Virginia Beach City Public Schools hereby recognizes May as Jewish American Heritage Month and supports opportunities for all students, staff, faculty, and members of the public to honor and learn more about Jewish American history and culture. 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 25th day of April, 2023.

Vice Chair Weems read the following resolution:

RESOLUTION
Teacher Appreciation Week May 8-12, 2023

WHEREAS, research shows that classroom teachers have a significant impact on student achievement and success; and

WHEREAS, teachers' efforts in planning, teaching and assessing directly impacts student growth; and

WHEREAS, teachers work in collaboration with school administrators to engage families and the community to create challenging, authentic learning opportunities for children; and

WHEREAS, the School Board appreciates the hard work and time teachers dedicate to support student achievement both inside and outside of the classroom; and

WHEREAS, this dedication contributes to a strong, positive school culture; and

WHEREAS, the school division has partnered with our parents and community members to express our appreciation for teachers through the "#LoveVBTeachers" campaign; and

WHEREAS, the school division uses this campaign to highlight the work of our extraordinary instructional staff throughout the entire school year but especially during Teacher Appreciation Week;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes May 8-12, 2023, as Teacher Appreciation Week; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all community members to support and participate in activities designed to recognize teachers for their tireless work as educational leaders; and be it

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

FURTHER RESOLVED: That a copy of this resolution be distributed to each school in the division to be posted in a prominent location.

Adopted by the School Board of the City of Virginia Beach this 25th day of April, 2023

After the resolutions were read, Chair Riggs called for a vote to approve the Consent Agenda as presented. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens. The motion passed, 9-0-0.

15. Action

A. Personnel Report / Administrative Appointments: Chair Riggs called for a motion to approve the April 25, 2023 personnel report and administrative appointment. Ms. Melnyk made the motion, seconded by Ms. Anderson that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the April 25, 2023 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chair Riggs called for a vote to approve the April 25, 2023 personnel report and administrative appointments. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the April 25, 2023 personnel report and administrative appointments: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens. The motion passed, 9-0-0.

Superintendent Spence mentioned the following: Michael T. Tunney, Jr., Teacher, Advanced Technology Center as Coordinator, Engineering and Technology Education, Office of Technical and Career Education.

B. Assignment of School Board Members to the PPEA Planning Advisory Teams: Chair Riggs called for a motion to approve the assignment of the following School Board Members to the PPEA Planning Advisory Teams as follows:

Princess Anne High School Planning Advisory Team: Carolyn Weems and Beverly Anderson

Bayside High School Planning Advisory Team: Victoria Manning and Kathleen Brown

Williams Elementary School and Bayside 6th Grade Campus Planning Advisory Team: Staci Martin and Jessica Owens

Mr. Callan made the motion, seconded by Ms. Owens. Without discussion, Chair Riggs called for a vote to approve the assignment of the School Board Members to the PPEA Planning Advisory Teams as presented. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the assignment of the School Board members to the PPEA Planning Advisory Teams as presented: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Melnyk and Ms. Owens. The motion passed, 8-0-0.

Note: Ms. Franklin was not present in the School Board Room/Auditorium at the time of the vote.

16. Committee, Organization or Board Reports: Ms. Owens attended the Mental Health Task Force Committee meeting on April 24, working on a mental wellness fair tentatively scheduled for June 3; Ms. Melnyk mentioned the Audit Committee will have its quarterly meeting on Thursday at 1:00 p.m.; Vice Chair Weems mentioned the Workforce Development Committee meeting, discussed barriers of Career and Technical Education, focused on public relations, teacher shortage, and legislative restrictions; Chair Riggs mentioned the Legislative Committee meeting, preliminary talk about next year's legislative agenda; Mr. Culpepper, in regards to the Legislative Committee meeting, mentioned certifications students earn, college credits, and apprenticeships; Ms. Franklin mentioned starting in May learning loss grants will be available to

students ages 5 to 19 but need teachers and organizations to assist in the endeavor, Ms. Franklin will send information to Dr. Spence; Chair Riggs mentioned event Thursday night at Corporate Landing Middle School to showcase the deaf learning students, the Renaissance Academy is having a showcase of the House that the Students built; Ms. Lannetti mentioned the Governance meeting will be at 1:30 p.m. on May 3rd and the PRC meeting will be at 10:00 a.m. the following week (May 11); Ms. Melnyk mentioned the free concert at Kellam High School featuring the U.S. Navy Jazz Ensemble, the Commodores at 7:00 p.m.

- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** At 10:13 p.m., Vice Chair Weems made a motion, seconded by Ms. Melnyk, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 2, 7, 8 and 19, as amended, to deliberate on the following matters:
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
 7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 19. Discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such matters or a related threat to public safety; discussion of information subject to the exclusion in subdivision 2 or 14 of § 2.2-3705.2, where discussion in an open meeting would jeopardize the safety of any person or the security of any facility, building, structure, information technology system, or software program; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.

Namely to discuss:

- A. Student Discipline and School Security measures for specific cases.
- B. Appointment of Discrimination Hearing Officer.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Riggs called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens. The motion passed, 9-0-0.

At 10:25 p.m., the School Board recessed into Closed Session in the Holland Road Annex/Einstein Lab.

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

- A. Student Discipline and School Security measures for specific cases: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Donald E. Robertson, Ph.D., Chief of Staff; Matthew Delaney, Chief Schools Officer; Jack Freeman, Chief Operations Officer; Thomas A. DeMartini, Director, Office of Security and Emergency Management; Regina M. Toneatto, Clerk of the Board.

School Board of the City of Virginia Beach
Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453

Tuesday, April 25, 2023
School Board Regular Meeting
Page 11 of 11

At 11:08 p.m., the following staff left the Closed Session: Matthew Delaney, Chief Schools Officer; Jack Freeman, Chief Operations Officer; and Thomas A. DeMartini, Director, Office of Security and Emergency Management.

- B. Appointment of Discrimination Hearing Officer; and
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Donald E. Robertson, Ph.D., Chief of Staff; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 11:16 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:

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

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

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

Vice Chair Weems made the motion, seconded by Ms. Anderson. Chair Riggs called for a vote on the Certification of Closed Session. The School Board Clerk announced there were nine (9) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Melnyk and Ms. Owens. The motion passed, 9-0-0.

Chair Riggs made the following motion: I move that the School Board authorize the School Board Attorney or designee to hire Hearing Officers for student discrimination complaint appeal hearings. Ms. Franklin seconded the motion. Chair Riggs called for a vote on the motion. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Melnyk and Ms. Owens. There was one (1) abstention: Mr. Culpepper. The motion passed, 8-0-1.

- 18. Adjournment:** Chair Riggs adjourned the meeting at 11:18 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Trenace B. Riggs, School Board Chair



Subject: Summer Learning Updates

ItemNumber: 12A

Section: Information

Date: May 9, 2023

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Presenter(s): Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Adrian J. Day, Director of Student Services

Recommendation:

For the School Board to receive an update related to summer learning opportunities.

Background Summary:

We will continue to provide robust summer learning opportunities as a way to support learning loss and well prepare our students for the upcoming school year.

Source:

N/A

Budget Impact:

Multiple funding sources including, state and federal grants and local funds are used to implement summer learning opportunities.



2023 Summer Learning Opportunities

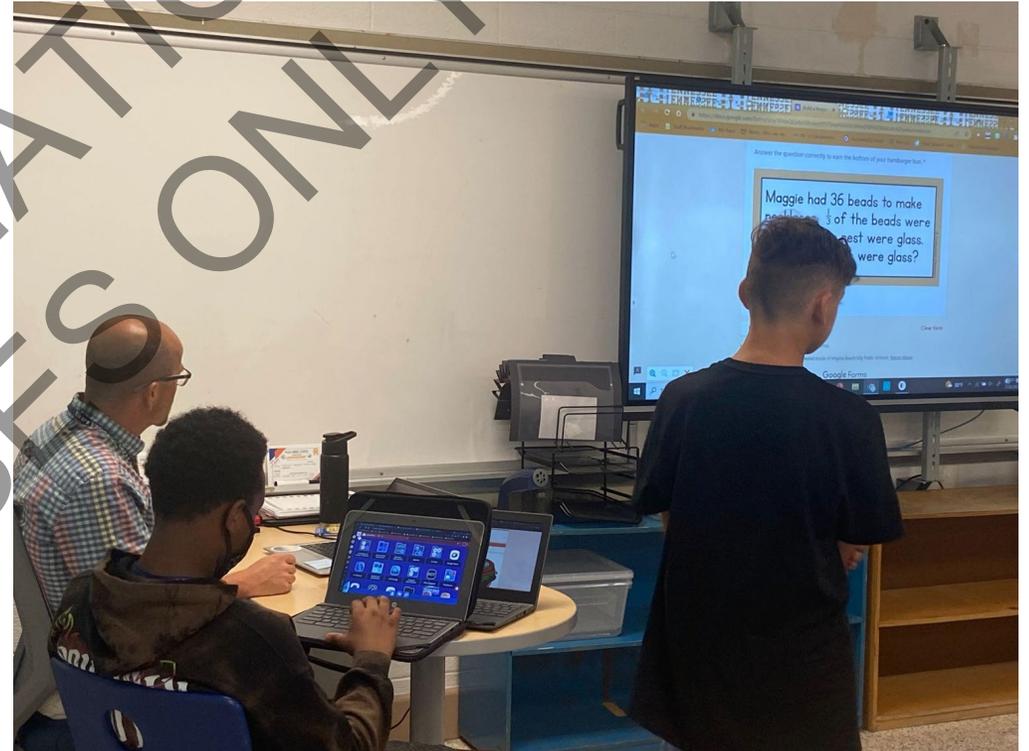
Elementary Summer Learning Opportunities

- Summer Learning Boost for All Elementary July 1
- Summer Learning Camp at select sites July 5 - 26
- Tutoring funds provided for schools who do not have Summer Learning Camp (site-based) July



Secondary Summer Learning Opportunities

- Repeat face-to-face course
 - Independence MS & Salem MS
 - Green Run HS & Princess Anne HS
- First time course
 - Virginia Beach Digital Campus
- Boosts
 - Canvas
 - Math and Science



AVID Science Summer Bridge Program

Bayside 7/8

MISSION POSSIBLE

July 10 - August 2

9:10am - 1:10pm

For rising 7th and 8th
graders



Summer Learning for Students with Disabilities

General Education Setting

- Many students with disabilities will have the opportunity to participate in the summer programs in the general education setting.

Extended School Year (ESY) Services

- Special education and/or related services provided beyond the typical school year
- Part of the IEP Process



Subject: Federal Grant Applications **Item Number:** 12B

Section: Information **Date:** May 9, 2023

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

Prepared by: Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Presenter(s): Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Recommendation:

That the School Board accept this notification that the administration intends to apply for the following federal grants for the 2023-2024 school year.

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

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 Communication and Community Engagement. Attached for additional information are the anticipated application amounts along with a summary of each federal grant program.

Source:

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

Budget Impact:

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

Intent to Apply for Federal Grants for SY 2023-2024

Name	Description	Anticipated Funding Level
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (LEA)	\$12,999,331
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk	\$183,438
Title II, Part A	Supporting Effective Instruction	\$2,051,958
Title III, Part A	Language Instruction for English Learners and Immigrant Students	\$231,286
Title IV, Part A	Student Support and Academic Enrichment Grants	\$897,247
	Total	\$16,363,260

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

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

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

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

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

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

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

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

Title IV, Part A - Student Support and Academic Enrichment Grants

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

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



**Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120**

A. COVER PAGE
Title I, Part A, Improving Basic Programs

**2023-2024
Individual Program Application**

Due by July 01, 2023

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

Place an "X" by the applicable

Original

Revision: _____

Revision # _____

Date: _____

[Explain](#)

Amendment: _____

Amendment # _____

Date: _____

[Explain](#)

To be Completed by School Division			
Applicant (Legal Name of Agency): Va Beach City Public Schools	Division Number: 128	Title I, Part A, Coordinator: Laura E. Silverman	
Mailing Address (Street, City or Town, Zip Code): 2512 George Mason Drive, Virginia Beach, VA 23456	Phone: 757-236-1450	Ext:	
	Email: Laura.Silverman@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.

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be uploaded to the ESEA SharePoint Site (below).**

[ESEA SharePoint](#)

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 May 23, 2023.

Superintendent's Signature
Aaron C. Spence Ed.D

Superintendent's Name
May 23, 2023

Date

Board Chairperson's Signature
Trenace Riggs

Board Chairperson's Name
May 23, 2023

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated	ELIGIBLE PROGRAM	2023-2024 Allocation Total
12,999,330.68	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	12,999,330.68
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation	12,999,330.68

TRANSFERABILITY

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

[Transfer Request Form](#)

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00

REVISIONS AND AMENDMENTS

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

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

B. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

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

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

1.	Describe the division's instructional program as supported by the federal grant. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.
<p>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 excellence for all learners. The VBCPS curriculum is aligned to the Virginia Standards of Learning (SOL) in order to meet annual measurable objectives in English, mathematics, science and history. The Title I, Part A program is designed to provide additional support for students in pre-kindergarten through eighth grade. Multiple data points are used to help develop an understanding of the individual needs of students, teachers, schools, and families. Title I, Part A funds will support the schoolwide model in sixteen schools in 2023-2024. The overarching focus of the schools will be literacy, mathematics, science/STEM, and family engagement; however, schools may utilize school Title I funds to support history, art and music when noted as a part of their VBCPS Plan for Continuous Improvement (PCI) and/or Title I, Part A, Schoolwide Plan. Schools may also select to enhance the curriculum by providing opportunities for students to build their citizenship and social emotional learning skills.</p> <p>Title I schools were identified using low-income data and grade spans PK/K-5, 6, and 7-8. Title I, Part A funds are used to supplement the VBCPS instructional program. Title I staff supplement the curricular and instructional work of the division and, as integral members of the Department of Teaching and Learning, work closely with the coordinators and instructional specialists to ensure alignment with the VBCPS objectives and to provide support to supplement student achievement. Data collected from the Virginia Language and Literacy screener, Reading Inventory (RI), SOLs, schoolwide and division assessments/data reports, classroom observations/learning walks and school support meetings are used to identify needs (ex. professional development, instructional resources/staffing, supports, and interventions) that will be funded by the Title I, Part A grant. Schools will specifically identify needs and how they will use their school funds as outlined in their Title I Schoolwide Plans. Student and school data is collected and analyzed by school leadership teams in collaboration with division and Title I staff to identify needs, goals/strategies for improvement, budget implications, and evaluation methods to measure effectiveness and growth. Division Title I, Part A funds may be used to support division Title I programs based on needs identified, such as Title I Summer Learning Camp instructional programs, tutoring programs, collaboration with neglected facilities and homeless liaisons, etc.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

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

The source for low-income data in this application is the April 2023 Community Eligibility Programs (CEP) Report. The Title I team collaborates with the Department of Planning, Innovation and Accountability to receive and review division wide data for Title I schools. The data points for each school are used to determine patterns of growth and areas of need. The SOL scores and data analysis of the Student Performance by Question provide valuable information as the Title I team supports schools in the development of their Plan for Continuous Improvement (PCI) and Title I Schoolwide Plan. The PCI and Title I schoolwide plan outline the needs of students and the goals and strategies included in the documents become the driving force for schools to plan their Title I budget. Data collected from the VALLS, RI, SOLs, schoolwide and division assessments, student report cards, classroom observations, stakeholder input, discipline and attendance data and school support meetings are used to identify professional development, resources and interventions that will be funded by the Title I, Part A, grant. The different data points are collected for each school and included in component I (needs assessment) of the schoolwide plans. In addition, several times each year, the VBCPS Department of School Leadership organizes school support meetings for all schools in the division. During these meetings, school administrators share schoolwide data along with areas of strengths and weaknesses to further determine schools' needs. Discussions also included a review of the data collected from classroom learning walks. The Title I team participated in these meetings to review and analyze data as well as to discuss the effectiveness of Title I budget implications and make plans for future ways to use funds in a meaningful way.

3. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, including: personnel, activities, stipends, etc.

A minimum of two parents from each school are invited to serve on the division Title I family review committee. The Title I family review committee meets regularly with the division Title I team, school staff, and other division staff to review the upcoming application and division family engagement (FE) plan, learn about opportunities for their students in the school division and community, and to provide input. Each Title I school selects a staff member to act as a FE liaison, who coordinates the school FE events and receives training with a focus on engaging families. School administrators work with the FE liaison, School Planning Council (to include families), and school staff to develop a school FE plan and budget. The plan is made available both in hard copy and on the school's website for all families to view. Each Title I school provides opportunities for families to learn about the Title I, part A grant, the school's needs, and plans to support needs with Title I funds. Families are invited to provide input to the use of Title I funds. All Title I FE events focus on providing parents with the knowledge/resources to support their child at home in areas identified as a need in the Title I schoolwide plan and/or on the school's PCI. Translation and interpretation services are made available to families who speak different languages to enhance inclusivity and participation. Family engagement supports also include the Title I Build a Home Library program. Families receive books throughout the year. This includes but is not limited to pre-kindergarten and kindergarten readiness packs, quarterly books sent home with report cards, summer reading packs, etc. Families are provided with activities and meaningful questions to support literacy when reading these books. Also, they receive strategies/tips by being invited to attend family engagement events throughout the year focused on building the skills in different areas (literacy, mathematics, science, social studies, social emotional skills, transitions, STEM, etc.). Manipulatives and other instructional materials are also provided to families to enhance learning opportunities in the home environment.

C. COORDINATION OF SERVICES

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

The VBCPS Title I team works strategically with various departments/offices to provide an effective Title I program in eligible elementary and middle schools. The Title I team is assigned to the Department of Teaching and Learning and works in partnership with stakeholders to ensure supplemental services are aligned with federal, state, and local expectations to support Title I schools. The Title I director, coordinator, instructional specialists, and resource teachers work with colleagues to provide meaningful professional development and instructional support through coaching. The Title I team collaborates with various division departments and offices, including, but not limited to, the Department of School Leadership, Technology, Human Resources, Budget and Finance, Communication and Community Engagement, Student Support Services, Transportation and the Office of Programs for Exceptional Children, to provide strategic support to the Title I schools. Title I staff work with the division's homeless liaison to provide supplemental support through funding a social worker, tutoring, transportation, and/or supplies. Also, the Title I staff work with the Title III office to ensure cohesive alignment and supports are offered to English Language Learners and their families in Title I schools.

The Title I Saplings program is a collaboration between Title I and the Gifted Services coordinators and instructional specialists and provides students opportunities to explore outside the classroom with field trips to local places (such as but not limited to the Chrysler Museum). To ensure smooth entry into kindergarten, the school division has procedures in place for preschool children to transition from early childhood programs. The Title I team aligns the work of the office to the state expectations for early education noted in the Virginia Preschool Initiative (VPI) grant. The Title I director works with VBCPS staff and other community members, ranging from community preschool directors to Virginia Beach

GrowSmart to the Virginia Beach Health Department to ensure that multiple stakeholders are afforded the opportunity to discuss and offer input on school readiness, family engagement and instructional needs and supports. VBCPS's Title I office has a Memorandum of Agreement (MOA) with Virginia Beach City's Headstart program to outline the planned and agreed upon coordination and collaboration between early childhood programs. Title I, Part A also supports a Reading Bus for children ages two to five and their parents to participate in engaging and interactive early literacy activities.

D. MEASURABLE OBJECTIVES

What is a Measurable Objective?

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

Measurable Objective 1:

During the 2023-2024 school year, the family engagement participation average at Title I schoolwide events will increase by five percent from the previous school year's participation average following the implementation of division and school initiatives. The attendance sign in sheets at each Title I family engagement event will serve as the documentation to measure if schools have met measurable objective 1.

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

A) Division-level professional development for school staff will be provided by the Title I team. B) Each Title I school will identify a family engagement liaison. C) Title I schools will develop, implement, and monitor a schoolwide family engagement plan. D) Family engagement plans will be co-written by parents and school staff at each Title I school. E) Title I schools will hold an annual Title I meeting with parents to share information about programs and receive input. F) Title I schools will identify a minimum of two parents to be invited to participate as members of the Title I family review committee. Throughout the school year, the Title I family review committee will meet to review resources and supports available to students and/or families as well as to facilitate a discussion of the current and future federal programming and spending. G) Title I family engagement events at each school will focus on providing instructional knowledge and resources to parents related to the needs of students as outlined in schoolwide plans and/or PCIs. H) Schools will analyze their attendance data for each Title I family engagement event and make note of lessons learned and next steps. I) At-home reading materials to support the Build a Home Library initiative will be provided to all families with supports for reading at home. J) Additional instructional supplies will be provided to students to use with their families in the home setting to continue learning.

Measurable Objective 2:

By June of 2024, 85% or higher of Title I students in grades K-2 will score in the "low risk" band of the Spring Virginia Language and Literacy Screener. By June of 2024, 85% or higher of Title I students in grades 3-8 will meet/exceed grade level expectations or show a minimum of one year's expected growth on the Reading Inventory (RI).

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

Different data points reveal a need in the area of classroom Tier I instruction. In addition, Tier II and III instruction is required for specific students. A) Title I reading teachers (literacy leaders) will support classroom teachers through the instructional coaching model. The instructional coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. B) Title I reading teachers will work with students in small groups to provide focused remediation instruction for Tier II and III students. C) Trained tutors will provide support for Tier II and III students using student data to drive instruction. D) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences/workshops in and outside of the division (including but not limited to evidence-based literacy practices and LETRS/ASPIRE training). E) The Imagine Learning computer-based program will be used in grades kindergarten through third to provide supplemental support. F) Professional development and coaching will be provided for Title I reading teachers by the Department of Teaching and Learning curriculum team and Title I team. G) Title I reading teachers, specialists, and teachers will use diagnostic, formative, and summative assessments to identify student strengths and weaknesses and plan data-driven small group instruction to include phonics and phonemic awareness morphology, and fluency.

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

By June of 2024, 85% or higher of Title I students in 3-8 grades will earn a Proficient or Advanced on the Spring Math Virginia Standards of Learning state assessment.

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

A) Title I mathematics specialists/coaches will support classroom teachers through the instructional coaching model (the instructional coaching model will include pre-conferencing, co-teaching or modeling and/or post-conferencing). B) Title I mathematics specialists/coaches will work with students in small groups to provide a multi-tiered system of support. C) Trained tutors will provide support for Tier II and III students using student data to inform instruction. D) Relevant professional development to support mathematics instruction will be provided through coaching and professional conferences in and outside of the division. E) Professional development will be provided for Title I mathematics specialists/coaches through monthly planning sessions, division coordinators and instructional specialists and professional consultants. F) The small group math model will be used to target student needs during mathematics instruction. G) Multiple methods of instruction will be used to enhance number sense and support the development of the mathematical process standards (i.e. number talks, exemplars, math congress, 3-act-tasks, SHORE routines, etc.). H) The Imagine Learning Math Facts computer-based program will be used in grades third through eighth as an additional resource to support computational fluency.

Measurable Objective 4:

By June of 2024, Title I students in grades 3-8 will report a 5% favorable increase (compared to Spring 2023 scores) in feeling that they are a valued member of their school community within the "Sense of Belonging" topic on the Panorama student SEL survey as evidenced by the following questions:

Overall, how much do you feel like you belong at your school?

How well do people understand you as a person?

How much support do the adults at your school give you?

How much respect do students at your school show you?

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

A) Additional school counselors and behavior interventionists/TAs will provide support for Tier II and III students using student data to address social emotional learning (SEL) needs. B) Relevant professional development provided to instructional staff through collaboration with the Office of Student Supports, professional conferences in and outside of the division, and book studies related to best practices. C) Multiple methods of instruction will be used by staff to model and teach effective strategies related to a sense of belonging and social emotional learning (i.e. flexible seating, learning environments dedicated to SEL, materials/resources to teach skills, Morning Meetings, relationship mapping, etc.).

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 5:**

By June 2024, 100% of Pre-Kindergarten students will be in the strong band for Letter Names on the Spring Pre-K Language and Literacy Screener.

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

A) Pre-K resource teachers will support classroom teachers through the instructional coaching model. The instructional coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. B) Pre-K teachers will work with students in small groups to provide focused differentiated instruction for all students. C) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences/workshops in and outside of the division (including but not limited to evidence-based literacy practices, PLLS, and LETRS training). D) The digital program, Smarty Ants, will be used by all Pre-K students to support their literacy instruction. E) Professional development and coaching will be provided for Pre-K teachers and assistants by the Title I/Pre-K team in collaboration with the Coordinator of Early Literacy on the subject of using PLLS data and on the subject of using PALS data and resources to drive instruction to meet the individual needs of all students. F) Pre-K teachers will use diagnostic, formative, and summative assessments to identify student strengths and weaknesses and plan data-driven small group instruction to include letter recognition. G) Regular curriculum updates and supports will be provided by the Pre-K instructional specialist to build teacher capacity to meet all students' needs. H) Pre-K teachers and assistants will be trained on the use of important instructional resources to build letter recognition. I) Pre-K teachers will implement the continuum of literacy instruction during small group lesson to provide developmentally appropriate instruction that encourages student academic growth.

Measurable Objective 6:

By June of 2024, 70% or higher of Title I students will earn a Proficient or Advanced on the grade 5 and 8 Spring Science Virginia Standards of Learning state assessment.

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

A) Title I science lead teachers and division Title I instructional specialists will support classroom teachers in grades 3-5 with science instruction using the instructional coaching model. B) The instructional coaching model will include pre-conferencing, co-teaching or modeling (learning walks for peer observations, model classroom visits, etc.) and post-conferencing. C) Relevant professional development to support science instruction will be provided through coaching and professional learning opportunities in and outside of the division. D) Professional learning will be provided for Title I science lead teachers through quarterly planning sessions, with division coordinators and instructional specialists and community partners (ex. Back Bay National Wildlife Refuge, Chesapeake Bay Foundation, Virginia Zoo, 4-H cooperative agent, etc.). E) The 5E model will be used to support student inquiry and curiosity during science instruction. F) Multiple methods of instruction will be used to enhance science instruction and the integration of the SEPs (science and engineering practices, variety of formative assessments, completion of performance tasks outlined in the curriculum, protocols such as turn and talk, notice and wonder, etc.). G) Digital resources provided by the division Title I team (ex. Nearpod, Flocabulary, Gizmos, etc.) will be used to support science instruction and the integration of the SEPs.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

[Empty box for Measurable Objective 7]

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

[Empty box for evidence-based research strategies, services, and activities for Objective 7]

Measurable Objective 8:

[Empty box for Measurable Objective 8]

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

[Empty box for evidence-based research strategies, services, and activities for Objective 8]

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:

[Empty box for Measurable Objective 9]

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

[Empty box for evidence-based research strategies for Objective 9]

Measurable Objective 10:

[Empty box for Measurable Objective 10]

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

[Empty box for evidence-based research strategies for Objective 10]

E. BUDGET SUMMARY

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

		Title I, Part A Budget for 2023-2024 Award: S010A230046 Project Code: APE42901	
		Allocation:	12,999,330.68
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	4,229,483.63	
	Set-Aside	3,678,206.58	
	Parent and Family Engagement Set-Aside	40,893.76	
	Private School Set-Aside	0.00	
	Total Personal Services	7,948,583.97	
2000 - Employee Benefits	Non Set-Aside	1,032,070.26	
	Set-Aside	1,853,307.84	
	Parent and Family Engagement Set-Aside	3,128.37	
	Private School Set-Aside	0.00	
	Total Employee Benefits	2,888,506.47	
3000 - Purchased/Contracted Services	Non Set-Aside	72,419.00	
	Set-Aside	603,283.50	
	Parent and Family Engagement Set-Aside	19,683.43	
	Private School Set-Aside	0.00	
	Total Purchased/Contracted Services	695,385.93	
4000 - Internal Services	Non Set-Aside	0.00	
	Set-Aside	11,400.00	
	Parent and Family Engagement Set-Aside	350.00	
	Private School Set-Aside	0.00	
	Total Internal Services	11,750.00	
5000 - Other Charges	Non Set-Aside	10,000.00	
	Set-Aside	273,123.64	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Other Charges	283,123.64	
6000 - Materials and Supplies	Non Set-Aside	225,595.51	
	Set-Aside	751,145.07	
	Parent and Family Engagement Set-Aside	195,240.09	
	Private School Set-Aside	0.00	
	Total Materials and Supplies	1,171,980.67	
8000 - Capital Outlay	Non Set-Aside	0.00	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Capital Outlay	0.00	
TOTAL BUDGET		12,999,330.68	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		259,295.65	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference

F. DETAILED BUDGET BREAKDOWN

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

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2022-2023) funds in your narrative and indicate how much prior year funding is being used for those positions. **Required if staff positions are to be funded by federal funds.**

Title I, Part A funds will be used to support division and school allocations. Division allocations include the Title I director and 4 specialists/coordinator who oversee the Title I program, office associates, a social worker for homeless support, Title I Resource teachers, Pre-K instructional specialist, Pre-K resource teachers, Pre-K family engagement specialists, behavior intervention teachers and assistants, an ESL teacher, and a data analyst. Additional positions include tutors/interventionists to support tier II/III & homeless students and Reading Bus staff (support children ages 2-5). Title I, Part A funds provide stipends for FE liaisons, Title I grade chairs, & summer program coordinators. Bus drivers for field trips/tutoring sessions, tutors, summer program staff, workshop pay for professional learning (PL) outside the school day, and substitutes for instructional staff attending PL are included. Additional resource staff are also a part of the Title I funded allocations (literacy teachers/coaches, math coaches, science coaches, instructional administrative assistants, an ESL teacher, GRTs, school counselors, behavior interventionists and TAs, etc).

Types of Staff Positions	Measurable Objective	Set Aside Category	FTEs	Total Cost
Director, 4 Specialists/Coordinator, 2 Associates, Analyst	all	Division	8.00	657,141.71
Interventionists	2,3	Division		193,957.48
Workshop Pay: Saplings Program and Staff Training	all	Division		10,000.00
3 Behavior Teachers	4	Division	3.00	187,937.57
STEM/Summer Learning Camp (tchrs/assistants/stipends/nurses/custodians)	2,3,4,5,6	Division		567,186.27
Bus Drivers: division field trips, tutoring, and summer programs	2,3,4,5, 6	Division		20,000.00
Substitutes: division Professional Learning and FTE sick and personal	all	Division		15,000.00
2 Title I Resource Teachers, 1 ESL Teacher	2,3,4,6	Division	3.00	195,040.34
School-based Specialist/Teachers salary differential	2,3,6	Division		808,991.82
School-based counselor salary differential	4	Division		69,656.08
School-based Instructional Admin Assistants salary differential	1,2,3,4,6	Division		65,363.71
School-based Teacher Assistant salary differential	2,3,4,6	Division		40,480.33
(PI) 2 FE Specialists, 1 Pre-K Instructional Specialist, 1 PreK Behavior Teacher	1,2,3,4,5	Early Childhood	4.00	318,421.74
4 Pre-K Resource Teachers	1,2,3,4,5	Early Childhood	4.00	324,494.84
3 Pre-K Behavior Teacher Assistants	4	Early Childhood	3.00	76,316.83
1 Office Associate	1,5	Early Childhood	1.00	46,541.86
Homeless Liaison, Tutors, Bus	1,2,3,4,6	Homeless	1.00	81,676.00
(PI) Reading Bus	1,2,5	PFE (Division)		20,493.76
(School) Instructional Admin Assistants	1,2,3,4,5,6		3.00	157,776.00
(School) Teacher Assistants	2,3,4,6		9.00	188,136.00
(School) School-based Specialists/Teachers	2,3,6		56.00	2,945,152.00
(School) School-based Counselors - 7 ES, 1 MS	4		8.00	404,892.00
(School) Workshops, Tutors	2,3,4,6			490,127.63
(School) Substitutes: Professional Learning	2,3,4,6			23,000.00
(School) Stipends: Title I Chair	2,3,4,6			20,400.00
(School) (PI) Stipends: Family Engagement Liaison	1,2,3,4,6	PFE (School Level)		20,400.00
Total for Object Code:			103.00	7,948,583.97

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

FICA 7.65%; VRS 16.62%; RHIC 1.21%; HEALTH \$9,156 per eligible employee; LIFE 1.34%

Table with 4 columns: Item Description, Measurable Objective, Set Aside Category, Total Cost. Rows include Director, Interventionists, Workshop Pay, Behavior Teachers, STEM/Summer Learning Camp, Bus Drivers, Substitutes, Title I Resource Teachers, School-based Specialist/Teachers differential, School-based counselor differential, School-based Instructional Admin Assistants differential, School-based Teacher Assistant differential, (PI) 2 FE Specialists, 1 Pre-K Instructional Specialist, 1 PreK Behavior Teacher, 4 Pre-K Resource Teachers, 3 Pre-K Behavior Teacher Assistants, 1 Office Associate, Homeless Liaison, (PI) Reading Bus and clerical support, (School) Instructional Admin Assistants, (School) Teacher Assistants, (School) School-based Specialists/Teachers, (School) School-based Counselors - 7 ES, 1 MS, (School) Workshops, Tutors, (School) Substitutes: Professional Learning, (School) Stipends: Title I Chair, (School) (PI) Stipends: Family Engagement Liaison.

Total for Object Code: 2,888,506.47

G. TRANSFERABILITY

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

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A230044 Project Coe APE61481		Title IV, Part A, Transferability Award S424A230048 Project Code APE60019			
		0.00		0.00			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM				DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Personnel Services		0.00		0.00		Yes
2000 - Employee Benefits	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Employee Benefits		0.00		0.00		Yes
3000 - Purchased/Contracted Services	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Purchased/Contracted Services		0.00		0.00		Yes
4000 - Internal Services	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Internal Services		0.00		0.00		Yes
5000 - Other Charges	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Other Charges		0.00		0.00		Yes
6000 - Materials and Supplies	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Materials and Supplies		0.00		0.00		Yes
8000 - Capital Outlay	Non Set-Aside						
	Set-Aside						
	Parent and Family Engagement Set-Aside						
	Private School Set-Aside						
	Total Capital Outlay		0.00		0.00		Yes
TOTAL BUDGET			0.00		0.00		
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE			0.00		0.00		
TOTAL PRIVATE SCHOOL SET-ASIDE			0.00		0.00		
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes				Difference	-

H. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Choose the appropriate category for each expense in the dropdown list under "Funding Source."**

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2021-2022) funds in your narrative and indicate how much prior year funding is being used for those positions. **Required if staff positions are to be funded by federal funds.**

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Measurable Objective	Set Aside Category	Funding Source	FTEs	Total Cost
Total for Object Code:				0.00	0.00

I. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

Virginia Beach City Public Schools (VBCPS) is strongly committed to offering meaningful opportunities for access and participation to all students, families, and employees. VBCPS meets American Disabilities Act (ADA) requirements for access to classrooms and centers. The division provides materials in different languages or formats, as needed, to meet the needs of those served by the grant as well as will offer interpreters as needed. VBCPS continues to work to hire a diverse workforce to meet the needs of all students. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

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

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

J. EFFECTIVE TRANSITIONS

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

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

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

K. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

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

In support of our division's strategic plan, VBCPS provides multi-tiered systems of supports for students to reduce the discipline practices that remove students from the classroom. Staff are trained on proactive approaches to teach expected behaviors and conflict resolution. Disaggregated discipline data is reviewed by central office staff, administrators, and school leadership teams to identify trends and develop actionable responses. In addition, staff from the Office of Student Support Services are assigned to each school to support in the process. They collaborate with a school team selected by administration to implement proactive strategies to meet the needs of all learners and strategically identify areas of need and actionable steps.

L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

M. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2023-2024

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

Name of School(s) Implementing New Schoolwide Programs for 2022-2023:

Virginia Beach City Public Schools will add Thalia Elementary School as a new schoolwide program for the 2023-2024 school year

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

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

Was the waiver granted by the SEA?

Yes

No

N. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 6-7 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for 2023-2024 school year.		
Staff Category	Staff FTE 2023-2024	Percentage Qualified 2023-2024
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)		
Clerical support staff		
Administrators (nonclerical)		

O. SCHOOLWIDE PROGRAMS

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

	Paraprofessionals FTE 2023-2024	Percentage Qualified 2023-2024
Paraprofessionals	259	100%

P. RECRUITMENT AND RETENTION OF PROPERLY LICENSED AND ENDORSED TEACHERS

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

Virginia Beach City Public Schools hires staff who are properly endorsed/licensed for the positions in which they are teaching. The Department of Human Resources consistently reviews hiring practices, the retention of staff across different schools, and marketing strategies to work to address teacher shortages and schools' needs. This allows the division to attract effective and experienced teacher candidates. Special staffing considerations and allowances are given to principals at schools who have challenges in hiring teaching positions. The division also provides robust mentorship and professional development opportunities for teachers. The division provides a wide range of resources to support teacher growth and development and to address ineffective practices. The Department of Teaching and Learning and Office of Professional Growth and Innovation play vital roles. Teachers and administrators work collaboratively using the teacher evaluation system to address needs for improvement and performance concerns.

Q. IMPROVEMENT PLAN REQUIREMENTS

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

R. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2021

(B) For FY Ending June 30, 2022

S. ELIGIBLE ATTENDANCE AREAS

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

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

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

Rank by:

Grade-Span Ranking - select the Grade Span(s) you are serving below

Rank Order Division Average

Grade Span(s) Served:

First Grade Span Second Grade Span (if applicable) Third Grade Span (if applicable)

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools? Yes No

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

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

Yes No No Private Schools

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

Provide information about the data that was used to identify low-income students, include the type of data, month, and year.
 The data used to identify low-income students was gathered from the CEP Data Report of April 2023.

Do Not Copy & Paste Information into this Section

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
Seatack Elementary an Achievable Dream Academy	KG - 05	385			277	277	Yes	277	71.9%
Parkway Elementary	PK - 05	461			320	320	Yes	320	69.4%
Williams Elementary	04 - 05	416			278	278	Yes	278	66.8%
Diamond Springs Elementary	PK - 01	486			321	321	Yes	321	66.0%
Newtown Elementary	02 - 04	434			273	273	Yes	273	62.9%
College Park Elementary	PK - 05	488			304	304	Yes	304	62.3%
Holland Elementary	PK - 05	483			299	299	Yes	299	61.9%
Bayside Middle	07 - 08	673			407	407	Yes	407	60.5%
Bayside 6th Grade Campus	06 - 08	313			186	186	Yes	186	59.4%
Lynnhaven Elementary	PK - 05	345			205	205	Yes	205	59.4%
Rosemont Elementary	PK - 05	428			236	236	Yes	236	55.1%
Bayside Elementary	PK - 05	483			264	264	Yes	264	54.7%
Point O' View Elementary	KG - 05	728			391	391	Yes	391	53.7%
Thalia Elementary	KG - 05	596			293	293	Yes	293	49.2%
Luxford Elementary	PK - 05	504			246	246	Yes	246	48.8%
Green Run Elementary	KG - 05	319			155	155	Yes	155	48.6%
Green Run High	09 - 12	1383			654	654	Yes	654	47.3%
Bayside High	09 - 12	1865			879	879	Yes	879	47.1%
Pembroke Elementary	KG - 05	550			256	256	Yes	256	46.5%
Birdneck Elementary	PK - 05	644			297	297	Yes	297	46.1%
Windsor Oaks Elementary	KG - 05	506			233	233	Yes	233	46.0%
King's Grant Elementary	KG - 05	503			226	226	Yes	226	44.9%
Lynnhaven Middle	06 - 08	845			378	378	Yes	378	44.7%
Larkspur Middle	06 - 08	1476			654	654	Yes	654	44.3%
Malibu Elementary	PK - 05	423			183	183	Yes	183	43.3%
Brookwood Elementary	KG - 05	558			240	240	Yes	240	43.0%
Woodstock Elementary	KG - 05	656			280	280		280	42.7%
Arrowhead Elementary	PK - 05	539			229	229		229	42.5%
Corporate Landing Elementary	KG - 05	427			177	177		177	41.5%
Virginia Beach Middle	06 - 08	588			232	232		232	39.5%
W.T. Cooke Elementary	PK - 05	541			213	213		213	39.4%
Linkhorn Park Elementary	PK - 05	502			197	197		197	39.2%
Brandon Middle	06 - 08	1026			402	402		402	39.2%
Alanton Elementary	KG - 05	633			248	248		248	39.2%
Pembroke Meadows Elementary	PK - 05	493			193	193		193	39.1%
Independence Middle	06 - 08	1171			428	428		428	36.5%
Kempsville Meadows Elementary	PK - 05	459			163	163		163	35.5%
Plaza Middle	06 - 08	1009			355	355		355	35.2%
Windsor Woods Elementary	PK - 05	479			168	168		168	35.1%
Corporate Landing Middle	06 - 08	1049			362	362		362	34.5%
Tallwood High	09 - 12	1840			627	627		627	34.1%
Kempsville High	09 - 12	1898			646	646		646	34.0%
Tallwood Elementary	KG - 05	598			201	201		201	33.6%
Fairfield Elementary	KG - 05	481			160	160		160	33.3%
Landstown Elementary	KG - 05	682			223	223		223	32.7%
Glenwood Elementary	PK - 05	1015			330	330		330	32.5%
Kempsville Middle	06 - 08	726			226	226		226	31.1%
Landstown Middle	06 - 08	1262			391	391		391	31.0%
Kempsville Elementary	PK - 05	483			149	149		149	30.8%
Indian Lakes Elementary	KG - 05	527			159	159		159	30.2%
Providence Elementary	PK - 05	538			162	162		162	30.1%
Green Run Collegiate	09 - 12	350			100	100		100	28.6%
First Colonial High	09 - 12	1708			484	484		484	28.3%
Landstown High	09 - 12	2160			601	601		601	27.8%
White Oaks Elementary	PK - 05	657			178	178		178	27.1%
Christopher Farms Elementary	PK - 05	633			163	163		163	25.8%
Princess Anne High	09 - 12	1722			439	439		439	25.5%
Salem Middle	06 - 08	1060			269	269		269	25.4%
Salem High	09 - 12	1597			390	390		390	24.4%
Centerville Elementary	KG - 05	635			146	146		146	23.0%
Salem Elementary	PK - 05	544			125	125		125	23.0%
Ocean Lakes Elementary	PK - 05	575			130	130		130	22.6%
Hermitage Elementary	KG - 05	514			116	116		116	22.6%
Rosemont Forest Elementary	KG - 05	522			112	112		112	21.5%
Ocean Lakes High	09 - 12	1766			367	367		367	20.8%

*For more information on the Community Eligibility Provision (CEP), refer to the Eligible Attendance Areas section of the Application Guidelines, Instructions, and Assurances.

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	66.0%
PK - 02	
PK - 03	
PK - 04	
PK - 05	37.6%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	29.9%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	62.9%
02 - 05	
02 - 06	9.0%
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	66.8%
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	32.5%
06 - 12	
07 - 08	60.5%
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	28.9%
10 - 12	
11 - 12	

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

DIVISION LEVEL: IMPROVEMENT ACTIVITIES		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			649,966.53
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted	0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personal Services		1,846,263.37
	(1000) Personal Services - Salary Differential		984,491.94
	(2000) Employee Benefits		468,814.13
	(2000) Employee Benefits - Differential		1,042,300.83
	(3000) Purchased/Contracted Services		563,100.00
	(4000) Internal Services		10,000.00
	(5000) Other Charges		255,123.64
	(6000) Materials and Supplies		743,595.07
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Budget (Personnel and Program)		1,143,861.70
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		0.00
	Additional Private School Funds		
Parent and Family Engagement (Required if allocation is \$500,000 or more)			
	Amount of school division allocation ESEA funds (from Page 2):	12,999,330.68	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	129,993.31	129,993.31
	90 percent of 1 percent must be used at the school level	116,993.98	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	12,999.33	
	Additional Parent and Family Engagement Funds	129,302.34	
	Has the required parent and family engagement set aside been met?	Yes	
Homeless (as necessary based on needs identified on homeless tab, question 2)			110,415.95
Foster Care (as necessary)			
Neglected/Delinquent (as necessary)			2,500.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			7,429,762.28

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

		Low-Income Factor 35 percent and Above					
A.	Division's Title I Allocation :	12,999,330.68	B.				
	Minus Set-Asides (if applicable):	7,429,762.28	*PER PUPIL EXPENDITURE CALCULATION				
	Amount for Distribution to Schools:	5,569,568.40	Step 1:	5,569,568.40	4,455.00	=	1,250.2
	Divisionwide Average From Low-Income Families	0.322999814	Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served	Per Pupil Expenditure (PPE)	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Number of Title I, Part A School Level FTE Personnel Funded with 2023-2024 Funds	Number of Title I, Part A School Level FTE Paraprofessionals Funded with 2023-2024 Funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 5569568.4 from Box A	School Reallocation Amount	School Allocation Total (Columns 8 and 9)	Adjusted PPE
TOTALS FOR DIVISION					67.00	9.00	0.00	4,455.00		5,569,568.40	5,569,568.40	0.00	5,569,568.40	
											Balance to Reallocate	0.00		
Seatack Elementary an Achievable Dre	Yes	KG - 05	No	Yes	5.50		0	277	71.9%	346,300.89	5,223,267.51		346,300.89	1,250.18
Parkway Elementary	Yes	PK - 05	No	Yes	4.50		0	320	69.4%	400,058.79	4,823,208.73		400,058.79	1,250.18
Williams Elementary	Yes	04 - 05	No	Yes	4.50	1.00	0	278	66.8%	347,551.07	4,475,657.66		347,551.07	1,250.18
Diamond Springs Elementary	Yes	PK - 01	No	Yes	4.50	1.00	0	321	66.0%	401,308.97	4,074,348.69		401,308.97	1,250.18
Newtown Elementary	Yes	02 - 04	No	Yes	4.50	1.00	0	273	62.9%	341,300.15	3,733,048.54		341,300.15	1,250.18
College Park Elementary	Yes	PK - 05	No	Yes	5.00		0	304	62.3%	380,055.85	3,352,992.69		380,055.85	1,250.18
Holland Elementary	Yes	PK - 05	No	Yes	4.50	1.00	0	299	61.9%	373,804.93	2,979,187.77		373,804.93	1,250.18
Bayside Middle	Yes	07 - 08	No	Yes	5.00	1.00	0	407	60.5%	508,824.77	2,470,363.00		508,824.77	1,250.18
Bayside 6th Grade Campus	Yes	06 - 08	No	Yes	3.00	1.00	0	186	59.4%	232,534.17	2,237,828.83		232,534.17	1,250.18
Lynnhaven Elementary	Yes	PK - 05	No	Yes	3.50		0	205	59.4%	256,287.66	1,981,541.17		256,287.66	1,250.18
Rosemont Elementary	Yes	PK - 05	No	Yes	3.00	1.00	0	236	55.1%	295,043.35	1,686,497.82		295,043.35	1,250.18
Bayside Elementary	Yes	PK - 05	No	Yes	4.00		0	264	54.7%	330,048.50	1,356,449.32		330,048.50	1,250.18
Point O' View Elementary	Yes	KG - 05	No	Yes	5.00	1.00	0	391	53.7%	488,821.83	867,627.49		488,821.83	1,250.18
Thalia Elementary	Yes	KG - 05	No	Yes	4.00	1.00	0	293	49.2%	366,303.83	501,323.67		366,303.83	1,250.18
Luxford Elementary	Yes	PK - 05	No	Yes	4.00		0	246	48.8%	307,545.19	193,778.47		307,545.19	1,250.18
Green Run Elementary	Yes	KG - 05	No	Yes	2.50		0	155	48.6%	193,778.47	0.00		193,778.47	1,250.18
Green Run High		09 - 12							47.3%	0.00	0.00			0.00
Bayside High		09 - 12							47.1%	0.00	0.00			0.00
Pembroke Elementary		KG - 05							46.5%	0.00	0.00			0.00
Birneck Elementary		PK - 05							46.1%	0.00	0.00			0.00
Windsor Oaks Elementary		KG - 05							46.0%	0.00	0.00			0.00
King's Grant Elementary		KG - 05							44.9%	0.00	0.00			0.00
Lynnhaven Middle		06 - 08							44.7%	0.00	0.00			0.00
Larkspur Middle		06 - 08							44.3%	0.00	0.00			0.00
Malibu Elementary		PK - 05							43.3%	0.00	0.00			0.00
Brookwood Elementary		KG - 05							43.0%	0.00	0.00			0.00
Woodstock Elementary		KG - 05							42.7%	0.00	0.00			0.00
Arrowhead Elementary		PK - 05							42.5%	0.00	0.00			0.00
Corporate Landing Elementary		KG - 05							41.5%	0.00	0.00			0.00
Virginia Beach Middle		06 - 08							39.5%	0.00	0.00			0.00
W.T. Cooke Elementary		PK - 05							39.4%	0.00	0.00			0.00
Linkhorn Park Elementary		PK - 05							39.2%	0.00	0.00			0.00
Brandon Middle		06 - 08							39.2%	0.00	0.00			0.00
Alanton Elementary		KG - 05							39.2%	0.00	0.00			0.00
Pembroke Meadows Elementary		PK - 05							39.1%	0.00	0.00			0.00
Independence Middle		06 - 08							36.5%	0.00	0.00			0.00
Kempsville Meadows Elementary		PK - 05							35.5%	0.00	0.00			0.00
Plaza Middle		06 - 08							35.2%	0.00	0.00			0.00
Windsor Woods Elementary		PK - 05							35.1%	0.00	0.00			0.00
Corporate Landing Middle		06 - 08							34.5%	0.00	0.00			0.00
Tallwood High		09 - 12							34.1%	0.00	0.00			0.00
Kempsville High		09 - 12							34.0%	0.00	0.00			0.00
Tallwood Elementary		KG - 05							33.6%	0.00	0.00			0.00
Fairfield Elementary		KG - 05							33.3%	0.00	0.00			0.00
Landstown Elementary		KG - 05							32.7%	0.00	0.00			0.00
Glenwood Elementary		PK - 05							32.5%	0.00	0.00			0.00
Kempsville Middle		06 - 08							31.1%	0.00	0.00			0.00
Landstown Middle		06 - 08							31.0%	0.00	0.00			0.00
Kempsville Elementary		PK - 05							30.8%	0.00	0.00			0.00
Indian Lakes Elementary		KG - 05							30.2%	0.00	0.00			0.00
Providence Elementary		PK - 05							30.1%	0.00	0.00			0.00
Green Run Collegiate		09 - 12							28.6%	0.00	0.00			0.00
First Colonial High		09 - 12							28.3%	0.00	0.00			0.00
Landstown High		09 - 12							27.8%	0.00	0.00			0.00
White Oaks Elementary		PK - 05							27.1%	0.00	0.00			0.00
Christopher Farms Elementary		PK - 05							25.8%	0.00	0.00			0.00
Princess Anne High		09 - 12							25.5%	0.00	0.00			0.00
Salem Middle		06 - 08							25.4%	0.00	0.00			0.00
Salem High		09 - 12							24.4%	0.00	0.00			0.00
Centerville Elementary		KG - 05							23.0%	0.00	0.00			0.00
Salem Elementary		PK - 05							23.0%	0.00	0.00			0.00
Ocean Lakes Elementary		PK - 05							22.6%	0.00	0.00			0.00
Hermitage Elementary		KG - 05							22.6%	0.00	0.00			0.00
Rosemont Forest Elementary		KG - 05							21.5%	0.00	0.00			0.00

											0.0%	0.00	0.00		0.00
											0.0%	0.00	0.00		0.00
											0.0%	0.00	0.00		0.00
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											0.0%	0.00	0.00		0.00
											0.0%	0.00	0.00		0.00
											0.0%	0.00	0.00		0.00

U. PRIVATE SCHOOL PARTICIPATION

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

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?
 Yes (If yes, complete the remainder of this page.) **No (If no, it is not necessary to complete the rest of this page.)**
 No (If division participated in the bypass)

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

- Regular Mail Certified Mail
 Telephone Calls Meetings
 Visits to the Private School Other (Please specify) _____

3. Number of Public School Low-Income Children in Title I Schools 4,455.00
 4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0
 5. Percentage used to determine proportionate share for equitable services. 0.000000

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

a. Total Title I, Part A Allocation	12,999,330.68
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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

a. Total Title I, Part A Transferability	0.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2023-2024 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

A	B	C	D
Private Schools	Participation Status for 2023-2024 Award Year? (Yes/No)	Number of Participating Children	Description of Services
Total Identified Students		0	

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

V. SCHOOL IMPROVEMENT

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

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement.

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

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement.

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

W. SKIPPED SCHOOL PROVISION

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.
Virginia Beach City Public Schools did not skip any schools.

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

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

Did the school(s) meet the criteria for skipped schools provision and the division allocates to the skipped schools the amount of funding the schools would have received were they served under Title I, Part A?

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

Yes

No

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

[Empty box for explanation]

X. NEGLECTED CHILDREN AND YOUTH

All school divisions must complete this page.

Title I, Part D Coordinator

James Miller

Total number of children and youth who are identified as neglected (year-to-date) for 2023-2024 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.

Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.

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

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

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

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

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

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

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students.

Neglected Facility Name	Location of Educational Services
Seton Youth Shelters (Girls)	Local Neglected Facility
Seton Youth Shelters (Boys)	Local Neglected Facility

X. NEGLECTED CHILDREN AND YOUTH (CONTINUED)

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

VBCPS partnered with the Title I, Part D, Subpart 2, coordinator and the identified neglected facilities within the geographic boundaries of the city. During the virtual consultation meeting, the Title I team and neglected facilities director discussed student needs, goals, strategies to address needs, budget implications, and methods for evaluation of effectiveness. The support will be comparable to that provided in VBCPS Title I schools. The director of Title I programs provided an overview of the Title I program and how the funds are used to support the current Title I schools. Each facility was provided with a needs assessment form to be completed prior to the meeting and submitted to Title I. The form asked the following: Describe the facility and/or population that will be served; Describe student achievement needs based on data collected at the facility; Describe your process to identify student needs; and based on the identified student achievement needs, list possible budget implications as well as a monitoring system to assess effectiveness. It was noted that technology, instructional materials related to literacy, math, science, social emotional learning, and opportunities to enhance learning experiences in multiple locations for students were several areas to consider addressing. Intent to participate forms were completed. Staff from the Title I team are responsible for coordination in planning purchases to meet facility needs and with the procurement process in VBCPS.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:
- Describe the facility and/or population that will be served.
 - Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-
 - Describe how the funds will be distributed to benefit neglected children being served.

Seton Youth Shelters (Boys/Girls) are short term shelters for runaway and homeless youth as well as youth in crisis between the ages of nine and seventeen with the goal of placement being family reunification and stabilization. The consultation with the facility staff shows that youth face challenges in multiple domains including socioemotional, academic and life skills. Academic remediation is an area in which Title I funds can support. Possible resources for school year and summer support include classroom libraries, consumable instructional supplies for students, technology, flexible seating and organizational items, and educational online programs. Also, tutors will be considered for reading and math.

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

The director of Title I, Part A collaborates with the coordinator of Title I, Part D, Subpart 2, along with other division staff. The school division staff have a working connection with the neglected facilities in Virginia Beach. The collaboration allows for planning for use of Title I funds to focus on the particular needs of students in order to provide a learning environment and resources to support student achievement. Many of the students are served through the Renaissance Academy.

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

The Title I, Part D, Subpart 2, coordinator will monitor the academic and social emotional progress of identified students from neglected facilities. The majority of these students attend the VBCPS Renaissance Academy, however, for identified students enrolled at other VBCPS schools, assigned staff provide progress updates to monitor student academic and social emotional progress. VBCPS has Student Support Specialists assigned to schools to help with the transition between facilities and the Renaissance Academy or other VBCPS schools. Quarterly meetings are held with VBCPS and the neglected facilities to review data and needs and consider meaningful ways to use Title I, Part A funds. The meetings also consist of the team reviewing and assessing the effectiveness of purchases made with Title I, Part A funds.

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

Y. FOSTER CARE AND HOMELESS

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)

Local Foster Care Education Liaison: Rich Sidone/Ed Jones

126 Total number of children and youth identified as receiving foster (45 CFR 1355.20) in the school division (year-to-date) for the **2022 -2023** school year.

1. How did the school division determine the Title I, Part A set-aside is sufficient to meet the transportation needs of foster care students?
 Virginia Beach City Public Schools did not set aside funds for foster care students. Other funding sources support the transportation of foster care students.

Local Homeless Education Liaison: Damion Wilson

720 Total number of children and youth identified as homeless in the school division (year-to-date) for **2022-2023** based on the definition in Title IX, Part A, Section 725 (*place mouse cursor over comment in cell B15 for definition).

2. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.
 Students are identified as homeless in several different ways. The student or parent can self-disclose to school staff, the registrar could identify if there are signs upon enrollment, and/or referrals can be made by other agencies in the city. Once suspected of living in a homeless situation, the parent/guardian must complete the Family Domicile Questionnaire. Information regarding the rights of McKinney-Vento eligible families is located on VBSchools.com. The domicile form is then emailed to projecthope@vbschools.com where it is logged in for the verification process. Students are automatically enrolled for free lunch upon receipt of the domicile form. The form is given to the school social worker for the school where the student was first identified. The school social worker is responsible for contacting the parent and reviewing the information provided. Through follow-up questions, the social worker completes verification notes and sends the form back to projecthope@vbschools.com. The school social worker assigned to Project HOPE reviews the notes and completes the verification. At that point, the office associate marks the student as eligible in Synergy and notifies the school. Per McKinney-Vento legislation, students are to be immediately enrolled or allowed to remain at their school of origin during the final verification process. The domicile questionnaire includes a brief needs assessment where the parent/guardian can identify what immediate needs the student might have. This may include transportation to the school of origin, school supplies, emergency clothing, etc. The social worker provides the family with resources that are available through Project HOPE and also makes referrals to other community resources. Each parent is provided access to the Regional Housing Crisis Hotline at (757)-227-5932 to register for housing assistance.

3. Describe the method used for determining the amount reserved to serve students experiencing homelessness.	
a. List staff (names and positions) consulted to determine the reservation.	A needs assessment is completed in collaboration with the homeless liaison, Project HOPE social worker, executive staff in Student Support Services, and the director of Title I Programs to determine funding allocations.
b. What needs were identified?	Students experiencing homelessness are in need of appropriate school clothing, food, internet access, and instructional supplies to support home learning. They also require additional remediation in academic areas.
c. What costs are associated with those needs?	Costs include purchasing of instructional supplies, pay for tutors and transportation, and pay for social worker to coordinate services and supports.
d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?	VBCPS students experiencing homelessness have access to the same academic supports as all students do. Local funding is used to pay for transportation to the student's school of origin - the school the student was attending when they became homeless.

Y. HOMELESS CHILDREN AND YOUTH (CONTINUED)

	<p>e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?</p>	<p>The Title I, Part A set-aside is based on the approximate costs of meeting these needs, as determined by the Title I director and homeless liaison. Current needs, historical needs, budget implications and student growth was considered when estimating funds.</p>
	<p>f. What process will the school division use to reassess how it meets the needs of these students throughout the year?</p>	<p>Social workers maintain regular contact with families eligible for McKinney-Vento services and continue to monitor student needs in collaboration with the schools to reassess how needs are met. This will continue into the 2023-2024. Regular collaboration between the liaison and the Title I team will take place to reassess needs throughout the school year.</p>
	<p>g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?</p>	<p>The set-aside for the 2022-2023 school year has been used effectively to meet the needs of students experiencing homelessness.</p>

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

Title I, Part A funding assists Project HOPE-Virginia Beach with providing an array of services. The school social worker assigned to Project HOPE coordinates services to eligible students. These services include: assisting schools immediately to enroll students, ensuring transportation to and from school for all eligible students and coordinating tutoring, mentoring and other services which promote academic success of students. Funds also go directly to purchasing school supplies for students in need and supporting programs such as Jump Start, an annual back-to-school event in which students receive resources including backpacks and school supplies. Furthermore, funds are allocated directly to tutoring programs such as Anchor Club. Transportation costs are also supplemented by Title I, Part A.

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

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

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

Z. EARLY CHILDHOOD PROGRAM (if applicable)

Number of Participating Students:	936		
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:	27		
Number of Title I Funded Teachers:	0.00		
Number of Title I Funded Paraprofessionals:	0.00		
Number, Titles and Brief Job Descriptions of Other Personnel Funded by Title I:	Pre-K instructional specialist: supports the development and implementation of the written curriculum and professional development; Pre-K resource teachers: support the coaching and use of CLASS to support Pre-K teachers and TAs; Pre-K family engagement specialists: provide communication, support and trainings to Pre-K families; Pre-K office associate:		
Average Number of Pupils Per Class/Average Class Size:	18.00		
Number of Classrooms:	52		
Title I Early Childhood Budget (Personnel and Program):	1,143,861.70		
Does the total in I12 match cell P23 on the "35% and Above Low-Income" tab?	Yes		
Does the total in I12 match cell P23 on the "Below 35% Low-Income" tab?	No - please review your entries.		
School Year Title I, Part A, Early Childhood First Established:	FY 2015-2016		
Length of the Program Day (type X to left of selection):	<input type="checkbox"/> Half Day	<input checked="" type="checkbox"/> Full Day	
Curriculum:			
Primary Curriculum	STREAMin3		
Secondary Curriculum (if applicable)			
Test/Evaluation Design:			
Primary Test	Pre-K Language and Literacy Screener		
Secondary Test (if applicable)	VKRP		
Other Early Childhood Programs with which Title I is collaborating:	<input checked="" type="checkbox"/>	Virginia Preschool Initiative	<input checked="" type="checkbox"/> Head Start
	<input checked="" type="checkbox"/>	Early Childhood Special Education	
		Others (specify)	
Students Must Be:	4	by	9/30/2023
	Age	by	Date

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

This section must be completed if any school in the division, Title I or non-Title I has an Early Childhood Program.

Virginia Beach City Public Schools receives Virginia Preschool Initiative (VPI) state funding to support our early childhood program. Title I funds are braided with state and local funds to offer a meaningful early childhood program to PreK students. The Department of Teaching and Learning Pre-K leadership team works to develop a division plan for the Pre-K program. Students are selected for the program using the eligibility criteria for VPI. Families are invited to family engagement events to learn strategies to support learning in the home setting as well as to learn about various community resources and how they may support their child at home. Regular communication to families is provided through online platforms as well as in hard copies/handbooks. The Pre-K instructional specialist and resource teachers support Pre-K teachers through an instructional coaching model to ensure the learning environment and experiences are aligned, engaged, and purposefully planned through a student-centered focus. Teachers are invited to participate in division-wide training on the curriculum, best practices for early education, CLASS, social emotional learning, etc. The PreK team also supports students, families, and schools with transition efforts by communicating division-wide kindergarten registration events. Supports are also provided in order to ensure that families have necessary information to register for kindergarten.
 (1000) \$765,775.27 (2000) \$315,252.93 (3000) \$40,183.50 (4000) \$0.00 (5000) \$18,000.00 (6000) \$4,650.00

Z. EARLY CHILDHOOD PROGRAM (CONTINUED)

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

List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs				
School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals
Arrowhead Elementary	Lisa Riley - 5549 Susquehanna Drive; Virginia Beach, VA 23462	Point O'View Elementary		
Bayside Elementary	Catherine Brumm - 5649 Bayside Road; Virginia Beach, VA 23455	Bayside Elementary; Diamond Springs Elementary		
Birdneck Elementary	Karla Young - 957 S. Birdneck Road; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Christopher Farms Elementary	Josh Ringling - 2828 Pleasant Acres Drive, Virginia Beach, VA 23453	Holland Elementary; Green Run Elementary		
College Park Elementary	Dr. Catrina Manigo - 1110 Bennington Road; Virginia Beach, VA 23464	College Park Elementary		
Cooke Elementary	Dr. Kelly Padilla - 1501 Mediterranean Avenue; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Diamond Springs Elementary	Brandon Lugo - 5225 Learning Circle; Virginia Beach, VA 23462	Diamond Springs Elementary		
Glenwood Elementary	David French - 2213 Round Hill Drive; Virginia Beach, VA 23464	Parkway Elementary		
Holland Elementary	Dr. Callie Richardson - 3340 Holland Road; Virginia Beach, VA 23452	Holland Elementary; Green Run Elementary		
Kempsville Elementary	Heidi Richardson - 570 Kempsville Road; Virginia Beach, VA 23464	Point O'View Elementary		
Kempsville Meadows Elementary	Krista Markert - 736 Edwin Drive Virginia Beach, VA 23462	Parkway Elementary; Rosemont Elementary		
Linkhorn Park Elementary	Kathleen Scarborough - 977 First Colonial Road, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Luxford Elementary	Allison Jordan - 4808 Haygood Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Lynnhaven Elementary	Dr. TaShenna Wiggins - 210 Dillon Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Malibu Elementary	Courtney Searcelli - 3632 Edinburgh Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Ocean Lakes Elementary	Dr. Linda Reese - 1616 Upton Drive, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Parkway Elementary	Dr. Katie Catania - 4180 O'Hare Drive; Virginia Beach, VA 23453	Parkway Elementary; Rosemont Elementary		
Pembroke Meadows Elementary	Dr. Charles Spivey - 820 Cathedral Drive; Virginia Beach, VA 23455	Diamond Springs Elementary		
Providence Elementary	Michael Taylor - 4968 Providence Road, Virginia Beach, VA 23464	College Park Elementary		
Rosemont Elementary	Brittany Church-Green - 1257 Rosemont Road; Virginia Beach, VA 23453	Rosemont Elementary; Parkway Elementary		
Salem Elementary	Maureen Fanelli - 3961 Salem Lakes Blvd.; Virginia Beach, VA 23456	College Park Elementary		
Shelton Park Elementary	Tara Brewer - 1700 Shelton Road; Virginia Beach, VA 23455	Bayside Elementary; Diamond Springs Elementary		
Three Oaks Elementary	Matthew Orebaugh - 2201 Elson Green Avenue; Virginia Beach, VA 23456	Birdneck Elementary; Seatack Elementary		
Trantwood Elementary	Sean Holleran - 2344 Inlynnview Road; Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
White Oaks Elementary	Kimani Vaughn - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462	Green Run Elementary; Parkway Elementary		
Windsor Woods Elementary	Dr. Melanie Hamblin - 233 Presidential Blvd.; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Williams Elementary	Dr. Teri Breaux - 892 Newtown Road; Virginia Beach, VA 23462	Diamond Springs Elementary, Luxford Elementary		

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation,

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

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/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 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 Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. 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 VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will 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

The school division/grantee will:

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

PROGRAM SPECIFIC ASSURANCES (CONTINUED)

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



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE
Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

2023-2024
Individual Program Application

Due by July 01, 2023

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

Place an "X" by the applicable

Original

Revision :

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title I, Part D, Subpart 2 Coordinator:	
Va Beach City Public Schools	128	James D. Miller	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-648-6000	Ext: <input type="text"/>
5100 Cleveland Street, Virginia Beach, VA 23462	Email:	james.miller@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.

Assurances: The local educational agency assures that the Title I, Part D, Subpart 2 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. 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 05/23/23.

Superintendent's Signature

Aaron C. Spence, Ed. D.

Superintendent's Name

05/23/23

Date

Board Chairperson's Signature

Trenace B. Riggs

Board Chairperson's Name

05/23/23

Date

Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 01, 2023. 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.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated	Eligible Program	2023-2024 Allocation Total
183,437.89	No	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	183,437.89
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation Available for Title V, Part B, Subpart 2	183,437.89

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are [Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

REVISIONS AND AMENDMENTS

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

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

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

B. PROGRAM INFORMATION

1. Describe how the school division’s program will support the goals of ESEA, as amended:

- a. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;
- b. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; and
- c. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The transition of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). One SSS, assigned to the alternative education center, provides services and case management to students housed at the delinquent facilities and to those transitioning into the alternative education center. The Virginia Beach Juvenile Detention Center Education Program is located within the Virginia Beach Juvenile Detention Center (VBJDC) and students attending the VBJDC Education Program are enrolled in Virginia Beach City Public Schools (VBCPS). The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. The VBCPS Individual Student Alternative Education Plan (ISAEP) Program prepares students at risk of dropping out of school to take the General Educational Development (GED®) while also developing career and technical education skills. Title I, Part D, Subpart 2 funding supports programs located at Renaissance Academy including the ISAEP Program, Young Parents Program (YPP), and Substance Abuse Intervention Program (SAIP). These programs serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school.

2. Provide a description of the needs assessment that was conducted to support the proposed activities.

Program stakeholders are regularly consulted to determine supplemental materials and services to be used to support programs for at risk students enrolled at RA. Delinquent facilities and targeted at-risk programs at the alternative education facility participate in meetings with VBCPS staff to determine student needs that can be met through the support of Title I, Part D, Subpart 2 funding. Specific needs for the delinquent facilities have been determined to be remediation and support of SOL courses, assistance with job readiness and post-secondary education, and dropout prevention through the preparation for the GED® Test. Specific needs for the alternative education programs for at-risk students have been determined to be staffing for dropout prevention programs and instructional support for substance abuse intervention programs and dropout prevention programs. VBCPS collects data to evaluate alternative programs and to track the performance of students assigned to these programs and the delinquent facilities. Through regular contact and meetings, the needs assessments for these programs are updated in order to best provide for the needs of the students and residents being served by the grant.

C. COORDINATION OF SERVICES

Describe the partnerships within your division between this program and other federal, state and/or local programs in the delivery of services to the targeted

VBCPS will coordinate internal resources to execute high quality education programs at the VBJDC as well as in comprehensive schools and alternative centers throughout the city to prepare students for secondary school completion, training, employment, or further education. Division staff will collaborate with parents, the Department of Juvenile Justice (DJJ), local service agencies, businesses, and shelters to implement a structured re-enrollment process, per guidelines from the Virginia Board of Education regulation 8 VAC 20-660-10 and the Code of Virginia through § 22.1-17.1, that facilitates the transition of youth from the correctional program. Grant funds will support a VBCPS Student Support Specialist (SSS) assigned to RA, who will work to ensure the transition of students into the alternative school and work with students residing in delinquent facilities within the boundaries of Virginia Beach. Funds will also support additional personnel for the Individual Student Alternative Education Plan (ISAEP) program. In accordance with the Code of Virginia, §22.1-254.D, the purpose of the ISAEP program is to provide individualized educational services for students age 16 and older who meet program provisions established in the Code and guidelines of the Virginia Board of Education. Only school divisions that have approved ISAEP programs may authorize enrolled students between 16 and 17 years of age to take the Tests of General Educational Development (GED®). Virginia-licensed teachers collaborate with

special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure ISAEP student achievement. ISAEP students must participate in a career and technical education (CTE) component and complete economics and personal finance coursework while preparing for the GED® test. Students, and parents of enrolled students, receiving services as part of the Substance Abuse Intervention Program (SAIP) benefit from contracted services with the City of Virginia Beach Department of Human Services. These services include programs related to substance abuse intervention, tobacco intervention, discipline intervention, and young parent education. Neglected, delinquent, and at-risk students in Virginia Beach City Public Schools may also receive support through the division's Title IV, Part A, Student Support and Academic Enrichment grant. The Title IV, Part A grant supports a middle school summer reading intervention program, assists low income students with AP testing fees, supports graduation labs at two of the comprehensive high schools, and provides Wi-Fi hot spots within targeted areas of the City of Virginia Beach. The division uses funds from the Title IV, Part A grant to improve students' academic achievement by increasing the capacity of the division to provide all students with access to a well-rounded education, improve school conditions for student learning, and increase the effective use of technology. Neglected, delinquent, and at-risk youth

enrolled in the division may receive support through these programs funded by Title IV, Part A.

D. DELINQUENT FACILITY PARTICIPATION

Each year, the division must contact all eligible delinquent facilities in the school division and engage in meaningful consultation on the availability of services for delinquent students funded by Title I, Part D, Subpart 2. (ESEA Section 1113 (3)(A)(iii)).

1. Place an "X" in the appropriate block(s) to indicate how delinquent facilities were notified of the availability of services for students under Title I, Part D, Subpart 2 funds. (Copies of notification must be kept on file at the school division for monitoring purposes.)

Regular Mail [] Certified Mail [X] Telephone Calls [X] Meetings [X] Visits to the local facilities [X] Other (Please specify) [X] Email []

2. Complete the chart below:

- In column A, list of the residential delinquent facilities in the school division.
- In column B, indicate the participation status of the delinquent facility for the 2023-2024 school year.
- In column C, enter the number of students reported by the facility in the 2023 October Count of Neglected and Delinquent students (ages 5-17).
- In column E, choose the location of academic services from the pull down menu.

Table with 5 columns: Delinquent Facilities, Participation Status for the 2023-2024 School Year (Yes or No), Number of Students Reported in the 2023 October Count (Ages 5-17), Number of Students Currently Living in the Facility (Ages 5-21), Locations of Academic Services (Facility or School Division). Rows include Commonwealth Challenge, Crisis Intervention Home, and Lynnhaven Boys Home.

D. DELINQUENT FACILITY PARTICIPATION (CONTINUED)

3. After facilities have been offered services, then funding can be provided to at-risk programs in the school division. Complete the chart below with information about at-risk programs that will be served with Title I, Part D, Subpart 2 funds.

Name of At-Risk Program	Program Description	Number of Students Served
Renaissance Academy Student Support Specialist Program	Support Program	144
Renaissance Academy Individual Student Alternative Education Plan Program	Dropout Prevention	53
Renaissance Academy Substance Abuse Intervention Plan Program	Support Program	262
Renaissance Academy Young Parent Program	Dropout Prevention	0

E. PROGRAM OVERVIEW**Section 1**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Crisis Intervention Home	Contact Person:	James Butts
Address:	811 13th Street	City/Zip Code:	Virginia Beach, VA 23451
Phone (ext):	757-422-4521	E-mail:	jbutts@tyscommission.org

Indicate type of facility: Residential Local Correctional Facility At-Risk Program

Identify students served: Delinquent Neglected At-Risk

1.	Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.
<p>Residents of Crisis Intervention Home, located within the geographical boundaries of Virginia Beach, are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These residents are enrolled in Virginia Beach City Public Schools (VBCPS) and receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Crisis Intervention Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. Funding will be used to purchase supplemental learning materials to aid students enrolled in VBCPS and support programs focusing on dropout prevention and college or career readiness. Materials will focus on core instructional subjects; science, technology, engineering, the arts, and math pathways (STEAM); and career and technical education. This includes reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center and supplemental math materials to aid students who may need remediation in mathematics. Additionally, the purchase of materials related to GED® preparation for students at-risk of dropping out of school may be purchased. Funding will also support a Student Support Specialist (SSS) to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of the students residing in the delinquent facility.</p>	

2.	Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
<p>To support at-risk students, a formal agreement exists between VBCPS and Crisis Intervention Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Crisis Intervention Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.</p>	

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students residing in Crisis Intervention Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinate the transition of students through contact with School Counselors and the Student Support

Specialist assigned to each of the division's secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Crisis Intervention Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in the division's Substance Abuse Intervention Program (SAIP). Students who are young parents residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the division's Individual Student Alternative Education Plan (ISAEF) program.

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Crisis Intervention Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Crisis Intervention Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Crisis Intervention Home as well as enrollment in Aggression Replacement Training. Crisis Intervention Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Crisis Intervention Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education. Residents of Crisis Intervention Home are provided the opportunity to attend a day camp program through Music Theory Studios with a focus on STEAM education and entrepreneurial opportunities. Residents of Crisis Intervention Home are also provided the opportunity to attend a day camp program through Young Investors Group with a focus on employment and life skills.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Crisis Intervention Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition, based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

9.	Coordination with Federal, State, and Local Programs - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEF program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEF program provides career exploration opportunities and application of academic learning in the business world.	
10.	Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. Not applicable to at-risk programs.
Crisis Intervention Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Crisis Intervention Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Crisis Intervention Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.	
11.	Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally, a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.	
12.	Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.
Delinquent students residing at Crisis Intervention Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.	

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

13.	Alternative Placements - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
<p>Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.</p>	
14.	Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.
<p>The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Crisis Intervention Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program. The facility's residents attendance at Music Theory Studio's day camp provides opportunities for residents to engage in entrepreneurial lessons and grant funding supports career and technical education lessons as well as programs supporting enrollment in secondary education, enlistment, and/or employment.</p>	
15.	Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.
<p>Staff at Crisis Intervention Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Crisis Intervention Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.</p>	
16.	Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.
<p>Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally, the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Crisis Intervention Home to encourage and provide supplemental instruction in areas of need. Chromebooks are issued to all students enrolled in the LEA; additionally, Chromebooks have been issued to the delinquent facility in order for students to access courses, online resources, and assessment tools.</p>	

E PROGRAM OVERVIEW (CONTINUED)

Section 1

17.	<p>Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including</p> <p>a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;</p> <p>b. the steps taken to ensure data quality; and</p> <p>c. how the data is being used to track performance and make program improvements.</p>
<p>When possible, Crisis Intervention Home will participate in pre- and post-testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. Additionally, pre- and post-testing of residents is supported by the Student Support Specialist assigned to work with residents of the delinquent facilities. This information is used in the CSPR and allows for an overview of the progress of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre- and post-testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance of students enrolled in the ISAP program as well as students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review and verify the reports to ensure accuracy. ISAP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.</p>	

Section 2

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
	Division contracts with an outside organization or company to provide services to students.
	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Lynnhaven Boys Home	Contact Person:	James Butts
Address:	2293 Lynnhaven Parkway	City/Zip Code:	Virginia Beach, VA 23456
Phone (ext):	757-471-0140	E-mail:	jbutts@tyscommission.org

Indicate type of facility: Residential Local Correctional Facility At-Risk Program

Identify students served: Delinquent Neglected At-Risk

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

1.	Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.	Residents of Lynnhaven Boys Home, located within the geographical boundaries of Virginia Beach, are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These residents are enrolled in Virginia Beach City Public Schools (VBCPS) and receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Lynnhaven Boys Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. Funding will be used to purchase supplemental learning materials to aid students enrolled in VBCPS and support programs focusing on dropout prevention and college or career readiness. Materials will focus on core instructional subjects; science, technology, engineering, the arts, and math pathways (STEAM); and career and technical education. This includes reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center and supplemental math materials to aid students who may need remediation in mathematics. Additionally, the purchase of materials related to GED® preparation for students at-risk of dropping out of school may be purchased. Funding will also support a Student Support Specialist (SSS) to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of the students residing in the delinquent facility.
2.	Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.	To support at-risk students, a formal agreement exists between VBCPS and Lynnhaven Boys Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Lynnhaven Boys Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.
3.	Coordination for a Comparable Educational Program – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.	Students residing in Lynnhaven Boys Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinate the transition of students through contact with School Counselors and the Student Support

Specialist assigned to each of the division's secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Lynnhaven Boys Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in the division's Substance Abuse Intervention Program (SAIP). Students who are young parents residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the division's Individual Student Alternative Education Plan (ISAEP) program.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Lynnhaven Boys Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Lynnhaven Boys Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Lynnhaven Boys Home as well as enrollment in Aggression Replacement Training. Lynnhaven Boys Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Lynnhaven Boys Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education. Residents of Lynnhaven Boys Home are provided the opportunity to attend a day camp program through Music Theory Studios with a focus on STEAM education and entrepreneurial opportunities. Residents of Lynnhaven Boys Home are also provided the opportunity to attend a day camp program through Young Investors Group with a focus on employment and life skills.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Lynnhaven Boys Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition, based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

10.	Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. Not applicable to at-risk programs.
Lynnhaven Boys Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Lynnhaven Boys Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Lynnhaven Boys Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.	
11.	Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally, a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.	
12.	Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.
Delinquent students residing at Lynnhaven Boys Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.	
13.	Alternative Placements - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.	

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

14.	Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.
<p>The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Lynnhaven Boys Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program. The facility's residents attendance at Music Theory Studio's day camp provides opportunities for residents to engage in entrepreneurial lessons and grant funding supports career and technical education lessons as well as programs supporting enrollment in secondary education, enlistment, and/or employment.</p>	
15.	Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.
<p>Staff at Lynnhaven Boys Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Lynnhaven Boys Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.</p>	
16.	Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.
<p>Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally, the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Lynnhaven Boys Home to encourage and provide supplemental instruction in areas of need. Additionally, Chromebooks have been issued to the delinquent facility in order for students to access courses, online resources, and assessment tools.</p>	
17.	Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion; b. the steps taken to ensure data quality; and c. how the data is being used to track performance and make program improvements.
<p>When possible, Lynnhaven Boys Home will participate in pre- and post-testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. Additionally, pre- and post-testing of residents is supported by the Student Support Specialist assigned to work with residents of the delinquent facilities. This information is used in the CSPR and allows for an overview of the progress of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre- and post-testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance of students enrolled in the ISAEP program as well as students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review and verify the reports to ensure accuracy. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.</p>	

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425.

Facility Name:	Renaissance Academy	Contact Person:	James D. Miller
Address:	5100 Cleveland Street	City/Zip Code:	Virginia Beach, VA 23462
Phone (ext):	757-648-6000	E-mail:	james.miller@vbschools.com

Indicate type of facility: Residential Local Correctional Facility At-Risk Program

Identify students served: Delinquent Neglected At-Risk

1.	Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.
<p>In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional and delinquent facilities and educational settings. Funds will support the coordination of instructional efforts between facilities working with neglected, delinquent, and at-risk youth to ensure educational programs are comparable. Secondary students that attend VBCPS from facilities that are part of the October Count are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. The facility houses specific programs to address students with substance abuse issues, students at-risk of dropping out of school, and students who are pregnant or are young parents. The transitioning of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. Grant funding will support programs working with at-risk students at RA, including the Individual Student Alternative Education Plan (ISAEP) Program, Student Support Specialists, Substance Abuse Intervention Program (SAIP), and Young Parents Program (YPP).</p>	

2.	Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
N/A	

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students enrolled at Renaissance Academy receive the opportunity to meet the same challenging state academic content and challenging state academic achievement standards that all children enrolled in VBCPS comprehensive schools and in the state are expected to meet. Students enrolled at RA follow the same academic and testing calendar as students enrolled in comprehensive schools with VBCPS. Renaissance Academy is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. School counselors and SSS work in concert with the staff at the student's home school to provide for a seamless transition between the comprehensive setting and the alternative setting at RA.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Student Support Specialists (SSS) assigned to Renaissance Academy ensure the transition of students detained at a correctional or delinquent facility and work closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student information. Communication between VBJDC staff and both the SSS and School Counselors allows for the successful transition of students from the VBJDC. Home schools are notified in writing when a student is placed in detention. Access to the division-wide student information system allows the VBJDC staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent individualized education plan (IEP) is forwarded to the VBJDC. VBCPS teachers implement the division's core secondary school curriculum at the VBJDC and every effort is made to match the student's home school academic schedule. Placement for youth returning to a VBCPS school or center who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address

targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students returning from a correctional facility with a re-enrollment plan are assigned a VBCPS SSS who coordinates educational remediation, behavioral counseling, and peer mediation services. Students receiving services from a Student Support Specialist continue to receive those services for at least 90 days as they transition into the new academic setting.

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

5.	<p>Student Characteristics – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.</p>
<p>Students attending Renaissance Academy are considered to be at-risk when they have academic and/or behavioral difficulties that are not responsive to regular education interventions. In addition to educational challenges and emotional concerns, these students often share social characteristics related to family settings, teenage pregnancy, socioeconomic status, gang influences, and drug use/abuse. Students who meet the eligibility criteria for special education are provided an IEP and related services. Students with substance abuse issues may be referred for placement in SAIP. Students at-risk of dropping out of school have the opportunity to enroll in the ISAEP program. Young parents and pregnant students are referred to the Young Parent Program to receive pregnancy-related resources. Those students receiving services through the Substance Abuse Intervention Program or Young Parents Program continue their traditional courses of study as they work towards attaining a high school diploma.</p>	
6.	<p>Coordination with Social, Health, and Other Services - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.</p>
<p>VBCPS coordinates with community agencies to support treatment, rehabilitation, and education for at-risk students. VBCPS students may continue working toward a high school diploma or equivalent through a flexible, accelerated educational program with day, afternoon, and evening classes. A daytime high school program is available for pregnant students and young parents who would benefit from smaller classes sizes and additional pregnancy-related resources. A full-time nurse is assigned to monitor the health needs/concerns of pregnant students. A school social worker provides resource referrals, individual/group counseling to promote exploration of pregnancy/parenting issues, and is a liaison between school and community agencies. A school psychologist is assigned to address the mental health concerns of the participants. Work and family studies courses related to parent/child development are also offered.</p>	
7.	<p>Partnerships - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.</p>
<p>Educational options for neglected, delinquent, and at-risk youth enrolled in the division may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for students ages 16-17. The vocational/career skill component of the ISAEP program may incorporate work-based activities, including paid or unpaid employment experience. In addition, students enrolled in the ISAEP program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day. The daytime high school program for both pregnant students and young parents incorporates partnerships with local agencies and organizations to provide information pertaining to infant and parent safety and wellness.</p>	
8.	<p>Parent and Family Engagement - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.</p>
<p>The structured re-enrollment process involves parents of students who have been in the custody of the DJJ. The re-enrollment team convenes to prepare and implement a plan for each student released from detention. Plans include the student's academic placement, schedule, and contact information to promote communication. At Renaissance Academy a placement and monitoring team drafts an IEP for special education students. Through the Guidance Department, a mandatory orientation for parents and students is held for all students entering Renaissance Academy. The Student Support Specialist routinely contacts the parents of students on their caseload to discuss student behavior and academic progress.</p>	

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

9.	Coordination with Federal, State, and Local Programs - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
<p>Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs prior to detention is minimal. A re-enrollment plan is developed for students detained more than 29 days. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally, the ISAEP program provides career exploration opportunities and application of academic learning in the business world. The ISAEP program receives grant funding from the Virginia Department of Education's Office of Career, Technical, and Adult Education.</p>	
10.	Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. Not applicable to at-risk programs.
N/A	
11.	Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
<p>The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBJDC staff to provide transition services from the SSS for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.</p>	
12.	Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.
<p>VBCPS staff work to exchange relevant student records for appropriate educational placement of students with special needs. Home schools are notified in writing when a student is placed in detention. Division access to the electronic student information system platforms allows the staff members and special education staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is forwarded to the Virginia Beach Juvenile Detention Center or accessed electronically by the special education teacher on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student while in the custody of the department of juvenile justice system. As part of VBCPS, Renaissance Academy staff have access to student records and the student's IEP through the electronic student information system platforms to ensure the continuity of services when students transfer to the alternative center.</p>	

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

13.	Alternative Placements - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
Educational placement for youth who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for qualified students who are at least 16 years of age.	
14.	Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.
The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment.	
15.	Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.
Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families. VBCPS provides a number of professional learning opportunities to support the continuous development of high-quality, growth-oriented staff in the school division.	
16.	Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.
Utilizing email and the division-wide student information system allows for the exchange of information to support the transition of students between correctional and delinquent facilities and the comprehensive schools and alternative center. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. Parent Portal can also be used by the delinquent facilities to encourage and provide supplemental instruction in areas of need. Students throughout the division have access to Chrombooks in order to access online coursework and various resources.	

E PROGRAM OVERVIEW (CONTINUED)

Section 3

17.	<p>Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including</p> <ul style="list-style-type: none"> a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion; b. the steps taken to ensure data quality; and c. how the data is being used to track performance and make program improvements.
<p>Data is used to track student progress of students enrolled in the ISAP Program as well as students on the caseload of the SSS throughout the division. Students enrolled at Renaissance Academy are on the caseload of the SSS assigned to RA. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Those reports are reviewed by division personnel to ensure accuracy of reported data. ISAP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students. Information gathered from these sources is used in the CSPR. This report allows for an overview of students assisted by Title I, Part D, Subpart 2 funds and allows for a determination of the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to educational programs supported through the grant.</p>	

E. MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing** improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.
 1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
 2. Describe the evidence-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:

By the end of the 2023-2024 school year 90% of Virginia Beach City Public Schools (VBCPS) students who have been detained in the Virginia Beach Juvenile Detention Center (VBJDC) for more than 30 calendar days will successfully transition into a traditional or alternative educational setting as recommended by the re-enrollment team.

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

VBCPS will implement a structured re-enrollment process and coordinate support services to facilitate the transition of students between correctional facilities and educational settings. Utilization of data tracking through an Excel Spreadsheet and coordination of VBJDC staff and the Student Support Specialist program will allow the division to measure success of the objective. Students returning from a correctional facility with a re-enrollment plan are assigned a SSS who employs a comprehensive case-management model to coordinate educational remediation, behavioral counseling, and peer mediation services for a minimum of nine weeks. Those students transitioning to the alternative educational setting, Renaissance Academy, benefit from an SSS that works exclusively with students in the alternative setting or those transitioning from the VBJDC or a delinquent facility in Virginia Beach. After this initial nine-week period, students are evaluated using a rubric measuring three areas – academic performance, attendance, and behavior. Success in these categories requires a rubric measurements equal to at a minimum passing three core classes (academic performance), having less than 2 referrals (behavior), and less than 4 full day absences (attendance). Students not demonstrating significant improvement in these areas will continue to be monitored by a Student Support Specialist.

Measurable Objective 2:

By the end of school year 2023-2024, 90% of students enrolled in the Virginia Beach City Public Schools (VBCPS) Individual Student Alternative Education Plan (ISAEP) program, who sit for the complete Tests of General Educational Development (GED®), will pass and complete the required Career and Technical Education (CTE) component.

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

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. During the 2021-22 school year, 197 students sought ISAEP services as an alternative to dropping out of school; 86 students qualified for program enrollment; of the 60 ISAEP students who took the complete test, 60 students (100%) passed the GED® test and completed the CTE training. Of those students, four earned a CTE component credential, which is most often the Virginia Workplace Readiness Skills (WRS) for the Commonwealth Assessment credential. ISAEP teachers licensed by the Commonwealth of Virginia will work in collaboration with special educators and reading specialists to coordinate and provide the instructional support and remediation.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the end of school year 2023-2024, 90% of students residing long term at Crisis Intervention Home and Lynnhaven Boys home will show grade level improvement in reading and mathematics, as measured by Star Math, Star Reading, and/or end-of-course grades.

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

Students residing at Crisis Intervention Home and Lynnhaven Boys Home will receive supplemental instructional materials to aid in reading and mathematics instruction and remediation. Pre- and post-testing of students residing at the facilities long-term (a minimum period of 90 days) will occur and allow for tracking of improvement in the specified areas of reading and mathematics. Through coordination with reading specialists and instructional personnel at VBCPS comprehensive schools and the alternative education center, supplemental instructional materials and online resources will be provided to the delinquent facilities to aid students in improving reading and mathematics scores. Student progress in the areas of reading and mathematics will be measured using online resources (Star Math and Star Reading Assessments) from Renaissance Learning Inc., or a similar program, in order to show grade level improvement in the area of reading and mathematics. Using the residents' current course enrollment as a starting point, the Star Math and Star Reading pre-testing will measure students' skills across a variety of concepts in the respective subject matter. This data will be used to inform classroom teachers of areas of remediation or focus specific to the individual students. Post-testing of long-term residents will allow for measured growth in the areas of reading and mathematics. Additional resources, such as Imagine Learning's suite of software may be utilized to supplement remediation and student progress measurements. For students who are unable to complete post testing, grade level improvements will be measured using end-of-course grades.

Measurable Objective 4:

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

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

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Measurable Objective 6:

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

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E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

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

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Measurable Objective 8:

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

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G. BUDGET SUMMARY

		Title I, Part D, Subpart 2 Budget for 2023-2024 Award: S010A230046 Project Code: APE42935			
		Allocation:	183,437.89		
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET	
1000 - Personnel Services	Non Set-Aside	121,172.40			
	Set-Aside				
	Private School Set-Aside				
	Total Personal Services	121,172.40		Yes	
2000 - Employee Benefits	Non Set-Aside	45,893.69			
	Set-Aside				
	Private School Set-Aside				
	Total Employee Benefits	45,893.69		Yes	
3000 - Purchased/Contracted Services	Non Set-Aside	8,000.00			
	Set-Aside				
	Private School Set-Aside				
	Total Purchased/Contracted Services	8,000.00		Yes	
4000 - Internal Services	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Internal Services	0.00	Yes		
5000 - Other Charges	Non Set-Aside	3,371.33			
	Set-Aside				
	Private School Set-Aside				
	Total Other Charges	3,371.33	Yes		
6000 - Materials and Supplies	Non Set-Aside	5,000.47			
	Set-Aside				
	Private School Set-Aside				
	Total Materials and Supplies	5,000.47	Yes		
8000 - Capital Outlay	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Capital Outlay	0.00	Yes		
TOTAL BUDGET		183,437.89			
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes			
			Difference	-	

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.
 (2) Expenses for parental involvement programs should be incorporated into the appropriate object code(s) based on the category of the related charges.

H. DETAILED BUDGET BREAKDOWN

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

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

If applicable, indicate the positions and FTEs supported with funds from this program.

Other \$121,172.40
Temporary Employment Agreement with health benefits for support services (Student Support Specialist) for re-enrollment of students assigned to delinquent facilities within Virginia Beach, as well as those assigned to the Adult Learning Center and Renaissance Academy (\$40,593.96; 1,474 hours @ \$27.54/hour); Temporary Employment Agreement with health benefits for general assistant assigned to the Individual Student Alternative Education Plan (ISAEF) program (\$23,901.12; 1,544 hours @ \$15.48/hour); two Temporary Employment Agreements with health benefits for instructional personnel to support the ISAEF program (\$56,677.32; 2058 hours total @ 27.54/hour)

Item Description	Measurable Objective	Applicable Program	FTEs	Total Cost
Temporary Employment Agreement for support services (Student Support Specialist for re-enrollment of students housed in delinquent facilities and/or assigned to Adult Learning Center and Renaissance Academy)	1,3	Delinquent Facilities / At-Risk Programs		40,593.96
Temporary Employment Agreement for general assistant assigned to ISAEF Program	2	At-Risk Programs		23,901.12
Temporary Employment Agreement for two additional instructional personnel to support the ISAEF Program	2	At-Risk Programs		56,677.32
Total for Object Code:			0.00	121,172.40

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Fixed Charges \$45,893.69
\$ 9,269.69 FICA - employer's portion of Social Security/Medicare @ 7.65%
\$ 36,624.00 Health - employer's portion of health insurance coverage @ \$9,156.00 per qualifying TEA (4)

Table with 4 columns: Item Description, Measurable Objective, Applicable Program, Total Cost. Contains two rows of budget data and a total row at the bottom right.

Total for Object Code: 45,893.69

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

Item Description	Measurable Objective	Applicable Program	Total Cost
Total for Object Code:			0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit.

Instructional \$5,000.47
 Instructional materials and supplies to support student achievement initiatives, additional learning opportunities including career and technical education programs, and dropout prevention for students residing in delinquent facilities. Instructional materials and supplies to support at-risk programs and dropout prevention programs at Renaissance Academy.

Item Description	Measurable Objective	Applicable Program	Quantity	Total Cost
Instructional materials and supplies for students residing in delinquent facilities	3	Delinquent facilities		3,500.00
Instructional materials and supplies for students enrolled in at-risk programs at Renaissance Academy	1,2	At-Risk Programs		1,500.47
Total for Object Code:				5,000.47

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Item Description	Measurable Objective	Applicable Program	Quantity	Total Cost
Total for Object Code:				0.00

I. BUDGET SUMMARY

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 [Transfer Request Form](#)

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A230044 Project Code APE60015 0.00	Title IV, Part A, Transferability Award S424A230048 Project Code APE60021 0.00	
1000 - Personnel Services	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Personnel Services	0.00	0.00	Yes
2000 - Employee Benefits	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	0.00	Yes
4000 - Internal Services	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Other Charges	0.00	0.00	Yes
6000 - Materials and Supplies	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL BUDGET		0.00	0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference -

J. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

If applicable, indicate the positions and FTEs supported with funds from this program.

Large empty rectangular box for detailed budget description of Object Code 1000.

Item Description	Measurable Objective	Applicable Program			Funding Source	FTEs	Total Cost
Total for Object Code:						0.00	0.00

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide 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.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

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/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 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 Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. 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 VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will 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

The school division/grantee assures:

- I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
- II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
- III. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
 - A. maintain and improve educational achievement;
 - B. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
 - C. make the transition to a regular program or other education program operated by a local educational agency;
 - D. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 - E. participate, as appropriate, in postsecondary education and job training programs.



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2023-2024
Individual Program Application

Due by July 01, 2023

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

Place a "Checkmark" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision:
	Revision # <input type="text"/>
	Date: <input type="text"/>
	Explain
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
	Explain

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title II, Part A Coordinator:	
Va Beach City Public Schools	128	Lorena Kelly	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext: <input type="text"/>
2512 George Mason Drive Virginia Beach, VA 23456	Email:	Lorena.Kelly@vbschools.com	

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. 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 May 23, 2023.

Superintendent's Signature
Aaron C. Spence, Ed.D
Superintendent's Name
May 23, 2023
Date

Board Chairperson's Signature
Trenace Riggs
Board Chairperson's Name
May 23, 2023
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated	ELIGIBLE PROGRAM	2023-2024 Allocation Total
2,051,957.71	No	Title II, Part A, Supporting Effective Instruction	2,051,957.71
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	2,051,957.71

TRANSFERABILITY

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

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		Total	

<input type="checkbox"/>	Transferability is intended, but official paperwork will be submitted when final allocations are released.
<input type="checkbox"/>	Transferability paperwork has been approved. Date approved: _____

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

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1a. STAKEHOLDER ENGAGEMENT: List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher and principal capacity for meeting the needs of all VBCPS students. The Departments of Teaching and Learning (DTAL) and School Leadership (DOSL) review data from diagnostic and curriculum assessments to provide ongoing feedback to coaches and principals to support academic progress and improve teacher effectiveness. DOSL and DTAL meet quarterly with principals to review assessments. Additionally, VDOE Growth assessment data and SOL assessment data are analyzed to determine needs for support, professional learning (PL), feedback to principals and allocation of resources. SOL category scores, item analysis reports and performance for all student reporting groups are reviewed and help to determine building needs for instructional coaching. The departments of Professional Growth and Innovation (PGI), DTAL, DOSL, the office of Diversity, Equity & Inclusion (DEI) and the office of Planning, Innovation, and Accountability (PIA) work collaboratively to outline division and school needs. A review of feedback, performance gaps, and SOL data led us to establish a division-wide professional learning plan with a focus on responding to student needs through acceleration using real-time data aligned to what students know and are able to do and supporting them to move towards proficiency on grade level objectives.

1b. NEEDS ASSESSMENT: Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's During needs assessment meetings, leaders identify strengths and areas for growth as well as possible solutions to determine a coaching focus. Literacy coaches focused on responding to student needs through evidence-based reading instruction and math coaches focused on computational fluency coaching to improve Tier 1 instruction division-wide. Ongoing PL on formative assessment, responding to the specific needs of students and tiered systems of support will be provided during the 2023-24 school year to coaches who, in turn, apply their knowledge to facilitate PL and coaching cycles to teachers to improve instructional practices and raise student achievement. Principals are supported through monthly principal league meetings and on-site coaching by Title II coaches. Each year, instructional coaches, teachers and administrators complete surveys to analyze needs and effectiveness of coaching. The division holds annual family review meetings to collect feedback from parents to inform decision making and allocation of funds for ESEA grants. Analyzing each school's performance, needs and current resources enables us to support schools in an equitable and effective manner and helps us to identify which schools will benefit most from the support of an instructional coach. It is important to note that the survey data clearly indicated the need for coaches to support new teachers and retain teachers. Due to this information from the needs assessment, this will be included in the grant.

2. USE OF DATA: Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title VBCPS Departments of School Leadership (DOSL), Planning, Innovation and Accountability (PIA), Professional Growth and Innovation and Teaching and Learning (DTAL) work in collaboration to monitor the effectiveness of instruction. Detailed analysis of SOL assessment data, diagnostic and local assessment data is completed by DOSL and DTAL. Quarterly data analysis is facilitated by DOSL and DTAL at school support process (SSP) meetings with principals. Overall academic achievement and reporting group data are analyzed in addition to student discipline reports to ensure equitable and effective instructional practices and PL. Performance gaps existed in Fall 2022 PALS and Reading Inventory data and overall PALS identification has decreased bringing VBCPS closer to pre-pandemic percentages of students identifying in kindergarten and grades 1, 2, and 3 and closer to meeting the measurable objective. VDOE math quick checks data informed collaboration agendas, curriculum development, coaching and PL to enhance content knowledge, teacher effectiveness and increase student achievement in numeracy. Professional learning feedback is also analyzed to inform PL, resources, and to offer ongoing feedback to instructional coaches to improve the impact coaches have on teaching and learning. Learning walks with administrators, coaches and DTAL/DOSL are conducted to qualitatively monitor the transfer of PL into teacher practices.

School climate, parent, teacher and principal surveys are also conducted annually to ensure parent, student and staff needs are met and to inform social emotional and academic instructional strategy PL sessions in alignment to the Virginia Standards of Learning, VDOE teacher performance standards and the VBCPS Teaching and Learning Framework. Professional learning is provided to coaches through the lens of supporting teachers, and our coaches partner with all offices to facilitate professional learning to teachers, administrators and teacher assistants. Reports are posted as assessments are implemented in the Learning Management System (LMS) and to our Web Reporting System. Administrators can review data daily to inform feedback, identify reporting group performance gaps, and meet student and teacher needs through professional learning and coaching support. Family Review data is also collected annually to inform our coaching goals and ensure we are communicating and connecting Title II coaches with parents to support the parent-school connection. In addition, the Office of Professional Growth and Innovation (PGI) provides professional learning session data and comprehensive feedback to all coaches who facilitate professional learning following presentations and trainings. This data help our coaches and division leaders refine their practice and ensure we are meeting teacher/administrator needs.

B. PROGRAM OVERVIEW (CONTINUED)

3. TEACHER QUALITY: Describe results of the 2022-2023 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by VBCPS strives to ensure reading and math achievement are prioritized while addressing achievement gaps. To this end, VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher capacity for meeting the needs of VBCPS students. Additionally, VBCPS will support cohorts of teachers participating in reading and math specialist cohorts to ensure a pool from which to select Title II coaches. To have the highest impact on student achievement and to meet state and local benchmarks, as well as demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Title II coaches will collaborate, model and assist teachers in utilizing data to drive instruction and meet student needs. According to the IPAL 2022-23 report, 3.37% of teachers are serving in a placement for which they are not endorsed or licensed, and 7.66% are serving with provisional licenses. The Department of Human Resources works in collaboration with teachers and administrators to send them updates with information on the requirements that need to be met to be licensed and endorsed in the position they serve. VBCPS offers a multitude of professional learning opportunities to all staff members, including Title II coaches.

4. PRIORITIZING FUNDS: Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted VBCPS works collaboratively across several offices to determine the needs of all schools and specifically identifying schools in need of comprehensive support and improvement activities. Based on data and a specific lens of student needs by student groups, decisions are made regarding which schools in need of comprehensive support and improvement activities will receive allocations of math and reading coaches funded through Title II, Part A funds. Decisions are made specifically based on the needs of each building. A continuum of services are provided based on the need and funds are prioritized to ensure schools in need of comprehensive support and improvement activities receive the necessary resources to foster academic success.

B. PROGRAM OVERVIEW (CONTINUED)**5. ALIGNMENT TO STANDARDS: Describe how the program activities will align with Virginia's accountability plan, and how the activities are aligned to challenging State**

The planning process used to develop the program began with a review of five-year trend data of state and local assessments with executive leadership and the division math and reading coordinators and specialists. The purpose of this consultation was to determine the schools that would most benefit from additional support. Teachers and administrators contributed as stakeholders by completing a survey on the effectiveness of the coaches, and these survey results were reviewed. Input was received from private schools via consultation sessions. Without the Title II, Part A, funds, these schools would not have the benefit of instructional coaches to support student achievement. Title II instructional coaches are expected to be content and pedagogy experts to support teachers in planning, teaching and assessing. Coaches use multiple coaching strategies (e.g., co-teaching, presentations creating a video library of coaches modeling small group instruction, co-planning and implementing coaching cycles). DTAL participates in state SOL committees as well to ensure they are informed of any changes in assessment and SOL revisions to ensure the coaching and curriculum documents we develop align to the expectations of the state in addition to the teacher performance standards. VBCPS developed a coaching profile which will be utilized as part of the instructional coaches' evaluation to align their practices to meet state academic standards.

Expectations for coaches include but are not limited to: 1. The instructional coach demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences; 2. The instructional coach plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources and data to meet the needs of all students; 3. The instructional coach effectively engages learners in learning by using a variety of instructional strategies in order to meet individual learning needs; 4. The instructional coach systematically gathers, analyzes and uses all relevant data to measure student academic progress, guide instructional content and delivery methods and provide timely feedback to both students and parents throughout the school year; 5. The instructional coach uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning; 6. The instructional coach maintains a commitment to professional ethics, communicates effectively and takes responsibility for and participates in professional growth that results in enhanced student learning. 7. The work of the instructional coach results in acceptable, measurable and appropriate student academic progress.

6. PROFESSIONAL GROWTH: Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders

VBCPS Title II instructional coaches are expected to engage in high-level professional growth and application of skills to contribute to the development of others. VBCPS departments of PGI, DTAL and DOSL partner to provide ongoing professional learning (PL) to coaches in monthly math and reading specialist cohort meetings aligned to the topics of social-emotional learning, equity, math/reading best practice, Hattie's research and high-impact strategies and instructional coaching best practices (e.g., Diane Sweeney's Student Centered Coaching and Jim Knight's Instructional Coaching pedagogy and frameworks, Catalyzing Change in Mathematics, and Fisher & Frey's PLC+ Better Decisions and Greater Impact by Design, professional learning provided by Virginia Department of Education). In turn, our coaches provide high-quality PL to teachers, administrators and teacher assistants to build their capacity to provide a high-quality instructional program and meet student needs. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning, for local funded, Title I, Part A, and Title II, Part A, staff to collaborate and share instructional practices.

Instructional coaches spend time collaborating with grade level chairs to build their capacity and leadership skills and offer a wide range of opportunities for teacher leadership growth in combination with the Office of Professional Growth and Innovation (PGI). Instructional coaches and coordinators/specialists provide professional learning monthly to elementary principals. Administrators can also participate in PL at their school sites when Title II coaches facilitate weekly collaboration using data analysis processes, modeling instruction for teachers and staff trainings. PGI provides leadership development, career advancement, and new employee support. The professional learning program ensures that teachers and staff receive high quality relevant and sustained learning opportunities. Another program of this office is LEAD Virginia Beach. This program is designed to grow and nurture aspiring, new and experienced administrators. Finally, The VBCPS Induction Program supports novice teachers during their first three years of teaching. This support begins with the Teacher Orientation and continues with ongoing training and the assignment of highly trained mentors. New Title II coaches are also grouped into supportive cohorts for additional support and provided a mentor.

B. PROGRAM OVERVIEW (CONTINUED)**7. PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in**

VBCPS is committed to building capacity of instructional staff and administrators in order to provide students a high quality effective educational experience in which all students are successful. Funds from Title II, Part A, are utilized to employ instructional coaches to build the capacity of teachers and raise student achievement. VBCPS believes ongoing professional learning grounded in research and best practice is vital to ensuring the success of teachers and students. In order to provide our teachers more than a passive model of professional learning, we have emphasized application of skills, modeling, and following up on professional learning by reporting results and testing what is learned in addition to investing in instructional coaching. Instructional coaching provides teachers job-embedded relevant professional learning that is student-centered and teacher informed. We deploy the framework of Jim Knight (identify, learn, improve) and Fisher and Frey (PLC+) and approaches of Elena Aguilar (author of The Art of Coaching), Jim Knight (Author of Better Conversations and Instructional Coaching) and Diane Sweeney (author of Student-Centered Coaching) in a coach-teacher partnership in which the teacher and coach analyze student data, needs and learning styles in addition to current teacher practice to adjust and implement practices that will close learning gaps and meet the needs of all learners.

VBCPS utilizes the VBCPS Coaching Profile aligned to the seven instructional performance state standards developed in 2020-2021. VBCPS extended the standards by adding criteria related to the role of a coach to impact teacher practice and student achievement. Title II, Part A, instructional coaches are expected to provide professional learning (PL) to all instructional staff (teachers, principals, teacher assistants/paraprofessionals, special education and specialists such as art, P.E., and music teachers). PL is provided in a variety of formats: staff meetings, teacher work week, new teacher induction week, monthly and quarterly administrator meetings, ongoing division trainings, weekly grade level collaboration at schools and job embedded instructional coaching following the framework of identify, learn, improve in which the coach and teacher partner to set a student achievement goal, identify practices they will implement to test results on student learning and make informed instructional decisions. Title II coaches model, co-teach, lead grade level data-analysis and planning meetings, and engage in coaching cycles to ensure effective research-based strategies are used to support students. Strategies for improving student academic achievement, increasing teachers' professional knowledge and ensuring equitable practices are used to meet student needs is the goal of instructional coaching in VBCPS. By building teacher capacity, we also retain high quality teachers.

8. PROFESSIONAL DEVELOPMENT: If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes.

VBCPS does not plan to use funds for professional development presenters or trainings outside of the professional learning provided by the instructional coaches funded through Title II in the 2023-24 school year. Schools with the highest need for instructional coaching, and with limited access to coaches, are provided support by Title II through weekly collaboration and professional learning community meetings, co-teaching, modeling lessons and data analysis to co-plan effective instruction. Based on the need to support new teachers and reduce attrition, coaches are in great need, and in addition to the 19 FTEs funded through the grant, cohorts of math and reading specialists will be funded through the grant to ensure consistent support for teachers and administrators.

9. CLASS-SIZE REDUCTION: If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based

N/A

C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s).

Funds from Title II, Part A, and local operating funds will be used to support instructional coaching in the core content areas of reading and mathematics. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, and Title II, Part A, staff to collaborate and share instructional practices. Our division provided Language Essentials for Teachers of Reading and Spelling training (LETRS) to all literacy leaders and Title II reading coaches, which earned the International Dyslexia Association's Accreditation. This training provides Title II reading coaches with the skills they need to master the fundamentals of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. Title II math coaches also participated in monthly PL to support best practices in responding to the pandemic aligned to the concrete-representational-abstract math model and how to engage students in collaborative discourse in a virtual setting. They, in turn, were able to support teachers in providing these effective learning experiences to their learners.

In the last 8 years, the division has also partnered with the University of Virginia (UVA) and then LETRS to provide reading coaches and teachers (general education, special education and English as a Second Language teachers) aligned evidence-based PL to help teachers and coaches enhance their reading practices and address student literacy deficits. Math coaches have engaged in monthly mathematics PL and SEL in mathematics PL to support all young mathematicians and identify their misconceptions to build conceptual understanding to support rigorous math coursework. Our PGI office has provided ongoing Responsive Classroom professional learning and resources to schools to support meeting the social, emotional, and academic needs of our students.

C. COORDINATION OF SERVICES (CONTINUED)

Empty rectangular box for content.

D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, **What is a Measurable Objective?**

2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each

Measurable Objective 1:

By June 2024, 90% of schools receiving Title II, Part A, funds via an instructional coach will meet or exceed Federal, state, and local benchmarks in Reading and Mathematics (English 75% and Mathematics 70%) as measured by the Standards of Learning assessment (SOL).

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

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

Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

Professional learning will be provided in coaching models, the coaching rubric and content specific strategies.

Coaching cycles will be implemented to improve instructional practices.

*Facilitate grade level collaborations and professional learning (PL) focusing on the VBCPS Teaching and Learning Framework. to support teachers in implementing VBCPS curriculum for whole group and small group instruction.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By June 2024, 85% of Kindergarten through third grade students in schools receiving Title II, Part A, funds via a reading instructional coach will achieve high benchmark as measured by Virginia Language and Literacy Screening System (VALLSS) status during the spring administration.*

*This is a new assessment. We are a soft launch division and the 23-24 school year will provide a baseline for this data.

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

Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.
 Professional learning will be provided in coaching models, the coaching rubric and content specific strategies grounded in evidence based reading instruction (EBRI).
 Coaching cycles will be implemented to improve instructional practices.
 All reading coaches will participate in LETRS training. Support coaches and teachers in use of diagnostic, formative and summative assessments to identify student strengths and weaknesses and plan instruction accordingly
 *Facilitate grade level collaborations and professional learning (PL) focusing on the VBCPS Teaching and Learning Framework to support teachers in implementing VBCPS curriculum for whole group and small group instruction.

Measurable Objective 3:

By June 2025, 100% of the participants in the literacy and math coach cohorts (funded through Title II, Part A) will graduate with a reading specialist or math specialist endorsement as university transcripts.

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

*Old Dominion University Math Specialist Endorsement coursework
 *UVA Reading Specialist Endorsement coursework
 *Two times a semester communication with participants to monitor course completion (midterm/final)
 *Oversight of grades and support as needed from DTAL

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

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

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Measurable Objective 5:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

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

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Measurable Objective 7:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

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

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E. BUDGET SUMMARY

		Title II, Part A Budget for 2023-2024 Award: S367A230044 Project Code: APE61480			
		Allocation:	2,051,957.71		
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative		0.00		
	Non-Administrative	1,233,222.18	19.00		
	Private School Set-Aside		0.00		
	Total Personal Services	1,233,222.18			
2000 - Employee Benefits	Administrative				
	Non-Administrative	511,310.78			
	Private School Set-Aside				
	Total Employee Benefits	511,310.78			
3000 - Purchased/Contracted Services	Administrative				
	Non-Administrative	153,981.12			
	Private School Set-Aside	49,701.28			
	Total Purchased/Contracted Services	203,682.40			
4000 - Internal Services	Internal Services				
	Total Internal Services	0.00			
5000 - Other Charges	Administrative	35,485.17			
	Non-Administrative				
	Private School Set-Aside	14,986.71			
	Total Other Charges	50,471.88			
6000 - Materials and Supplies	Administrative	6,025.48			
	Non-Administrative	23,700.00			
	Private School Set-Aside	23,544.99			
	Total Materials and Supplies	53,270.47			
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00			
TOTAL BUDGET			2,051,957.71		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference	-
TOTAL SET-ASIDE		41,510.65			
TOTAL PRIVATE SCHOOL SET-ASIDE		88,232.98			
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes		Difference	-

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

F. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Category." Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Personnel Services - Instructional Coaches: 19 FTEs will serve as Math Coaches or Literacy Coaches. The coaches will implement coaching support to increase teacher and administrator capacity for meeting the needs of VBCPS students. To have the highest impact on student achievement and to meet state and local benchmarks, as well as demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Title II coaches will collaborate, model and assist teachers in utilizing data to drive instruction and meet student needs.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

N/A- No private school staff or stipends will be allocated for equitable services.

Table with 5 columns: Item Description, Measurable Objective, Category, FTEs, Total Cost. Row 1: Instructional Coaches, 1,2, Professional Development, 19.00, 1,233,222.18. Total for Object Code: 19.00, 1,233,222.18

G. BUDGET SUMMARY

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

[Transfer Request Form](#)

		Title IV, Part A, Transferability Award S424A230048 Project Code APE60022			
		0.00			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Personal Services	0.00			
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00			
3000 - Purchased/ Contracted Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00			
4000 - Internal Services	Internal Services				
	Total Internal Services	0.00			
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00			
6000 - Materials and Supplies	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Materials and Supplies	0.00			
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00			
TOTAL BUDGET		0.00			
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	-
TOTAL SET-ASIDE		0.00			
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00			
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	-

H. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Large empty text area for providing a detailed description of positions supported with funds.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Table with 5 columns: Item Description, Measurable Objective, Funding Source, FTEs, Total Cost. Includes a row for 'Value of professional development personnel-related services or stipends on' and multiple empty rows.

Total for Object Code: 0.00 0.00

I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2023-2024 school year, the following information on teacher and paraprofessional quality from the 2022-2023 and 2021-2022 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

[See Instructional Personnel and Licensure Report \(IPAL\), as outlined in Superintendent's Memorandum Number #242-22, October 14, 2022.](#)

Teachers (all schools and all federal core content subjects)

	2022-2023	2021-2022
Number of classes taught by properly licensed and endorsed teachers	16,252	16,054
Number of classes not taught by properly licensed and endorsed teachers	495	647
Total classes	16,747	16,701
Percent of classes taught by properly licensed and endorsed teachers	97.0%	96.1%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2022-2023 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

I. TEACHER QUALITY (CONTINUED)

Part 1	From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers.
<p>Division wide, according to the IPAL 2022-2023 report, 2.96% of teachers are serving in a placement for which they are not endorsed or licensed, and 7.66% are serving with provisional licenses. Division wide, the percentage of schools with certified and properly licensed instructional personnel is 97.0% for 2022-2023. VBCPS works to provide due diligence to the employee and VDOE on ensuring our teachers and instructional personnel are properly licensed and endorsed.</p>	
Part 2	Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)
<p>Our human resources and licensure team regularly screens applicants for both license eligibility and quality. Applicants who meet requirements are recommended to principals for consideration. We avoid hiring ineffective teachers by assisting principals with checking/reviewing references and previous evaluations when hiring recommendations are made. As regular practice, we do not hire teachers to teach subjects for which they lack the endorsement. Our team regularly screens applicants for both license eligibility and quality. Applicants who are cleared by licensure are placed in special applicant folders for principals to review. In addition, we counsel teachers, send letters to teachers and their supervisors to keep them informed on their certification renewal requirements and assessments that they require. Our Office of PGI (Professional Growth and Innovation) also works to offer high quality professional learning (PL) to support teachers in receiving licensure renewal points and staying effective in their practice. Multiple PL are offered for teachers to choose from in addition to the job embedded coaching and PL they engage in weekly at their schools from instructional coaches.</p>	
Part 3	Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)
<p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, and social emotional learning. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division has a SEL framework and a profile of a graduate and profile of an instructional coach which foster cultural competency and equity for all individuals. Additionally, Title I schools are supported by a resource teacher that works specifically with new teachers in all Title I schools. Three new positions have been added on the division level to support new teachers in elementary, middle, and high schools. These positions are not funded by the grant; however, they do work with Title II coaches to provide specific support to new teachers to build their capacity and support teacher retention.</p>	
Part 4	Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)
<p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, and social emotional learning. Our division has a deep commitment to equitable practices. Coaches received specific professional learning throughout the year focused on strategies to support English language learners and students with disabilities. Coordinators from the department of Programs for Exceptional Children (OPEC) and staff supporting English language learners provided the on-going professional learning to coaches. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity, culturally responsive practices and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division has a SEL framework and our profile of a graduate and profile of an instructional coach address diversity, cultural competency and equity for all individuals.</p>	

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

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

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

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

Email

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	2,051,957.71
b. Amount of funds allocated for administration	41,510.65
c. Amount to use for set-aside calculations	2,010,447.06

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

a. Proposed Budget	0.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	0.00

CALCULATION OF SET-ASIDES

5. What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2023-2024 school year? 63,222

- 6. Complete the chart below:
• In column A, list all eligible private schools in the geographic boundaries of the school division.
• In column B, indicate the participation status of the listed private school(s) for the 2023-2024 award year, as a result of consultation.
• In column C, enter the K-12 enrollment of private schools participating in services for the 2023-2024 award year.
• Columns D and E will automatically calculate the value of services for the 2023-2024 award year.
• In column F, indicate the method of notification for each private school.

7. For the 2023-2024 award year, enter the estimated private school-set aside (Cell H74) onto the Summary Budget Tab under the 'Budget for 2023-2024' column in the appropriate object codes on the 'Private School Set-Aside' lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the 'Private School Set-Aside for 2023-2024' lines.

Summary table with 4 columns: Value of Services for Participating Private Schools from the Title IIA 2023-2024 Budget (88,232.98), Value of Additional Services for Participating Private Schools from the 2023-2024 TRANSFERABILITY Budget (0.00), Total value of services for Public Schools from the 2023-2024 Budget (1,922,214.08), Total Value of Additional Services for Public Schools from the 2023-2024 TRANSFERABILITY Budget (0.00)

Main data table with 7 columns (A-G): Name of Each Private School, Participation Status for 2023-2024 Award Year?, K-12 Enrollment, Estimated Value of Services from 2023-2024 Title IIA budget, Estimated Value of Additional Services from 2023-2024 Transferability Funds, Method of Notification, Notes. Lists various schools like All Saints' Day School, Back Bay Christian Academy, etc.

Summary table for Private School Set-Asides. Total Private School Set-Asides: 88,232.98. Includes instructions: 'Use this Figure for Private School Set-Asides in the 2023-2024 Budget' and 'Use this Figure for Private School Set-Asides in the 2023-2024 Transferability Budget'.

K. 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.

VBCPS educators work collaboratively to ensure the overall success (academic, socially, and emotionally) of ALL students. We use differentiated instructional practices and make data-driven decisions about teaching and learning. Special focus is given to the representation of student groups (e.g., students with disabilities, gifted, minority, economically disadvantaged, English learners) in all programs. The division solicits the input of parents and community members often and includes parents and other stakeholders in the strategic planning process. The division uses staff climate survey data to identify opportunities for professional learning, leadership roles and support. The division conducts quarterly school support meetings with schools to address performance gaps and discrepancies in discipline data among all reporting groups. Instructional coaches play a critical role in enhancing teacher practice to meet the needs of all learners, support effective IEP goal development, specially designed instruction and support effective interventions as part of our student response team process. During the 22-23 school year, stakeholders participated in the Language Essentials for Teachers of Reading and Spelling (LETRS), including Title II instructional reading coaches, administrators, teachers and special education instructional specialists and coordinators to support the fulfillment of Goal 1 in our Strategic Framework of Educational Excellence. During the 23-24 school year, we plan to continue cohorts of teachers, Title I and II instructional coaches and special education teachers in additional LETRS training. Title II funds will not be utilized for this training; however, the training will support instructional coaches in the meeting the needs of learners. Title II instructional math coaches also participated in professional learning sessions during the 22-23 school year related to gaps in mathematics and examined practices related to students with disabilities and across other contexts. The School Board adopted an Equity Policy in 2020, and the division's Office for Diversity, Equity and Inclusion is conducting an equity audit to inform our practices further. VBCPS ensures equity in hiring by visiting local and out-of-state colleges for recruiting and interviewing an array of candidates. VBCPS adheres to the principles of equal opportunity in employment and, therefore, prohibits discrimination in terms and conditions of employment based on race, sex, national origin, color, religion, age, or disability. VBCPS is an equal educational opportunity school system.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

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/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 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 Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. 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 VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video
- V. It will 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

The school division/grantee assures:

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with Section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Place an "X" by the applicable
 Original

Revision :
Revision #
Date:

[Explain](#)

Amendment:
Amendment #
Date:

[Explain](#)

A. COVER PAGE

Title III, Part A, Language Instruction for English Learners and Immigrant Students

2023-2024

Individual Program Application

Due by July 01, 2023

*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):	Division Number:	Title III, Part A Coordinator:	
Va Beach City Public Schools	128	Kathleen Cahoon-Newchok	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-263-1070	Ext: 1466
2512 George Mason Drive, Virginia Beach, VA 23456	Email:	kecahoon@vbschools.com	

2023-2024 Title III, Part A Allocation:	231,286.05	EL Award Amount:	231,286.05	I/Y Award Amount:	
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Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

Assurances: The local educational agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. 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 05/23/23.

Superintendent's Signature
Aaron C. Spence, Ed.D.
Superintendent's Name
05/23/23
Date

Board Chairperson's Signature
Trenace B. Riggs
Board Chairperson's Name
05/23/23
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

Does the allocation total match the total in cell F24?

Yes

2022-2023 Allocation	2022-2023 Consolidated	Eligible Program		2023-2024 Allocation Total
231,286.05	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)		231,286.05
		a. EL Subgrant	Subtotal 231,286.05	
		b. Immigrant Children and Youth Subgrant	Subtotal 0.00	
		Title II, Part A Transferability		0.00
		Title IV, Part A Transferability		0.00
		Total Allocation		231,286.05

TRANSFERABILITY

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

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	
Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title III, Part A, English Learners (EL Subgrant)	

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

B. BUDGET SUMMARY

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs and IY students using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other federal requirements, as well as those under State or local laws.

		Title III, Part A Budget for 2023-2024 Award: S365A230046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	231,286.05	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN &	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative	133,299.61		
	Private School Set-Aside			
	Total Personal Services	133,299.61	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative	41,725.39		
	Private School Set-Aside			
	Total Employee Benefits	41,725.39	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services	45,108.60		
	Private School Set-Aside			
	Total Purchased/Contracted Services	45,108.60	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost	3,900.96		
	Non-Administrative	6,000.00		
	Private School Set-Aside			
	Total Other Charges	9,900.96	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials	400.00		
	Private School Set-Aside	851.49		
	Total Materials and Supplies	1,251.49	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		231,286.05	0.00	
TOTAL ALLOCATION		231,286.05		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference
TOTAL SET-ASIDE		3,900.96		-
TOTAL PRIVATE SCHOOL SET-ASIDE		851.49		

- NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.
 (2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.
 (3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.
 (4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

C. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Choose the appropriate category for each expense in the dropdown list under "Funding Source."**

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds).
 Funds will be used to compensate a 12-month English learner instructional specialist (ELIS) to coordinate and develop staff development (PreK-12) relative to second language acquisition and best practices; additionally, the ELIS will assist and coach English as a second language (ESL) and classroom teachers with their instruction of English learner (EL) students.

Additional funds have been allocated to provide substitute teachers for teachers attending EL-related professional development and conferences. Funds have also been allocated to support stipends for ESL family engagement liaisons at identified schools.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Category	FTEs	Total Cost
English Learner Instructional Specialist (annual salary)	EL Subgrant	1.0	106,549.61
Substitutes	EL Subgrant		6,750.00
Stipends for ESL family engagement liaisons	EL Subgrant		20,000.00
Total for Object Code:		1.0	133,299.61

D. BUDGET SUMMARY

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 [Transfer Request Form](#)

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A230044 Project Code APE60016	Title IV, Part A, Transferability Award S424A230048 Project Code APE60023	
		0.00	0.00	
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personal Services	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
	TOTAL BUDGET	0.00	0.00	
	TOTAL SET-ASIDE	0.00	0.00	
	TOTAL PRIVATE SCHOOL SET-ASIDE	0.00	0.00	
	DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?	Yes	Difference	-

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Large empty rectangular box for providing a detailed description of expenses related to object code.

Item Description	Funding Source	Quantity	Total Cost
Total for Object Code:			0.00

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

Federal Civil Rights Requirements

Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.

Description of an Effective LIEP Supported by Local and/or State Funds: The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

Narrative Boxes:

Box 1: Using Local and/or State Funds: Using Local and/or State Funds: Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.

The English learner (EL) student population in Virginia Beach City Public Schools (VBCPS) represents over 3% of the school division's student population with the ESL program servicing more than 2,000 students. Except for one Title-I funded ESL teacher and two American Rescue Plan (ARP) Act ESSER-funded ESL teachers, the local budget and state monies fund the VBCPS ESL program. VBCPS has 51 locally-funded ESL teachers. The foundation of the ESL program is the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards coupled with the state Standards of Learning and the school division's curricular objectives. At the elementary level, active and opt-out ELs are clustered in one teacher's classroom per grade level (as long as the number of ELs does not exceed one-third of the class size; if so, there may be more than one cluster teacher). The ESL teacher pushes in the grade-level, EL cluster content classrooms, differentiating instruction for the varying levels of ELs while teaching the English language through the content area. Elementary ESL teachers also pull-out small groups of newcomers and other ELs for intensive English language development instruction. In middle school, all ELs, including opt-out ELs, are clustered in core classrooms per grade level; in this inclusive model, the ESL teacher pushes in with the EL cluster during core classes to provide differentiated instruction for the clustered English learners. Additionally, ELs at WIDA ELD levels 1-2.9 receive intensive English language development instruction in an ESL elective class. This class is mandatory for levels 1-2.9 and optional for ELs levels 3.0-4.3. The high school program is a pull-out program in which each high school offers distinct courses for ELs: English as a Foreign Language I (EFL I), English as a Foreign Language II (EFL II)/ English as a Foreign Language III (EFL III), ESL Effective Reading Skills (I), and ESL Effective Reading Skills 2. A high school newcomer program is based at one high school and is offered to eligible ELs who attend any VBCPS high school. The newcomer program is a two-semester program that welcomes recently-arrived ELs with limited or interrupted formal education; the program assists them with the development of English social and academic language and aids students in their adaptation to a new culture. All EL students, if eligible, are provided the same opportunities as their English-speaking peers (i.e., special education, gifted education, PALS, Read 180, System 44, AVID, SOL tutoring, sports, summer school, etc.). Additionally, local funds support an ESL summer school program for secondary students at lower levels of English proficiency. The purpose of this summer program is to provide intensive English language development instruction for secondary ELs at lower ELD levels.

Box 2: Using Local and/or State Funds: Describe the division's plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.

Much professional development for educators of English learners (ELs) continues to be funded by the local budget. School administrators overseeing the ESL program in their buildings attend a mandatory session regarding Title III compliance and the ESL program. All teachers, PreK-12, participate in divisionwide mandatory training on the framework for teaching and learning and specific academic discipline training/curriculum updates. Before school starts each school year, ESL teachers attend mandatory training regarding ESL program instruction, compliance, the English Learner Team (EL Committee) procedures, ELP assessments, and the tracking of ELs, opt-out ELs, and former ELs in the student information system. Additionally, ESL teachers attend six monthly professional development sessions, and new ESL teachers have additional time built into these meetings to receive extra support. Moreover, ESL and classroom teachers have been invited to participate in professional learning sessions offered by VBCPS on topics such as strategies and supports for ELs in the content areas, oral language and literacy for elementary and secondary newcomer English learners, teaching reading to ELs, engaging ELs through the use of interactive notebooks, vocabulary instruction, and advocating for ELs. These sessions are offered twice a school year to PreK-12 classroom teachers and administrators. Designated staff from participating private schools are offered the opportunity to attend VBCPS ESL professional development sessions in support of the equitable services provision.

Implementation of an Effective LIEP Supported by Local and/or State Funds: The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

Box 3:	Provide the following information regarding the division-wide EL population for SY 2023-2024	
	The number of ELs division-wide (Level 1-4.3)	2,165
	The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)	
	The percentage of ELs who made progress toward reaching proficiency	
	The number of endorsed ESL teachers directly serving ELs	54

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 4:	Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level (example: K- x number of minutes, x times a week, 1-5, 6-8, 9-12 etc. or Level 1 students x number of minutes, x times a week, Level 2, Level 3, Level 4 etc.).
<p>ELEMENTARY: Minutes per week: Grades 3-5 ELP levels 1 and 2: minimum of 150 minutes per week and 2 sessions per week; grades 3-5 levels 3 and 4 and grades 1-2 levels 1-3: minimum of 90 minutes per week and 2 sessions per week; grades 1-2 level 4 and grade kindergarten levels 1-4: minimum of 60 minutes per week and 2 sessions per week.</p> <p>MIDDLE SCHOOL (grades 6-8): ELP levels 1.0-2.9: minimum 125 minutes average per week; levels 3.0-3.9: minimum 90 minutes per week; levels 4.0-4.4: minimum 60 minutes per week.</p> <p>ELs enrolled in an ESL elective class by grade level receive a minimum of approximately 100-150 minutes per week.</p> <p>HIGH SCHOOL: Courses are offered on an A/B block schedule; therefore, students receive approximately 180-270 minutes per week.</p>	

Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds: The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

Box 5:	<p>Describe the division’s procedures to evaluate programs and services for ELs. Include the following information:</p> <ul style="list-style-type: none"> • A timeline for evaluation; • The titles of stakeholders involved in the evaluation process; and • The data collected by the division to determine the effectiveness of the LIEP. Data elements may include: <ul style="list-style-type: none"> • EL academic achievement indicators by grade span or content area, • Specific LIEP secondary courses, • Student or parent surveys, • EL graduation rates, • ELs with disabilities, • Long Term ELs, • SLIFE, and • Formerly ELs (4.4+ on the ACCESS for ELLs assessment).
<p>The Office of Planning, Innovation and Accountability (PIA) is engaged in a multi-year evaluation of the ESL program. Please refer to the 2022-2023 application for more information about the goals developed, data gathered, and recommendations made from the 2017-2018 through 2021-2022 school years. In January 2023, an Evaluation Update was provided to the School Board. This included information about progress toward the recommendations from previous years, progress of EL student English language development, and former EL student academic performance. Regarding Recommendation #2 as described above, there were notable increases in agreement percentages for ESL and classroom teachers in comparison to the previous years. During 2021-2022, 71% of elementary school ESL teachers and 67% of middle school ESL teachers agreed that EL students were effectively clustered within teachers’ classrooms at each grade level, as compared to 35% and 38% in 2019-2020. For classroom teachers, agreement percentages regarding this item ranged from 77-81% for elementary school and middle school classroom teachers, as compared to 75% and 69% in 2019-2020. When asked about ESL and content-area/classroom teachers collaborating with each other to meet the needs of EL students, agreement percentages of ESL teachers increased notably from 46% in 2020-2021 (23% in 2019-2020) to 60% in 2021-2022, while there was a slight increase for classroom teachers from 54% in 2020-2021 (39% in 2019-2020) to 56% in 2021-2022 (54% in 2019-2020). In 2021-2022, at least 80% of ESL teachers indicated they communicated with classroom teachers about EL students’ English performance/proficiency levels, the instructional services they provided, assessment practices, and screening practices. There were notable increases from 2020-2021 in the percentages of ESL teachers who indicated they provided communication about screening practices (from 66% to 80%) and assessment practices (from 69% to 85%). Approximately half of classroom teachers indicated they received or knew where to find information about their EL students’ English performance/proficiency levels (52%) and the instructional services provided (49%). Lower percentages of classroom teachers indicated they received or knew where to find information about screening practices (22%) and assessment practices (25%). Please note that the required proficiency level gains/targets described below are those set prior to Amendment 5 of Virginia’s Consolidated Plan. Overall, 53% of EL students who received services met the required proficiency level gains in 2021-2022 across all grade levels and proficiency levels. This nearly met the target set by VDOE for the 2021-2022 school year (and it exceeds the updated target for 2021-2022 of 50%). There was an overall increase in the percentage of students who met the required proficiency level gains across grade levels and proficiency levels from 2020-2021 to 2021-2022 (53% vs. 50%). However, the overall percentage remained lower than in previous years (2019-2020: 60%, 2018-2019: 66%). Compared to 2020-2021, results were more favorable for grades 3 to 5 where there were increases in the percentages of students demonstrating required gains at all proficiency levels in 2021-2022. However, in kindergarten-second grade, the percentage of students demonstrating required proficiency gains continued to decline in 2021-2022 at each proficiency level. The results at the secondary level were mixed with an increase in the percentage of students at the lowest proficiency level who made required gains, and little change for the students in the other proficiency levels. To monitor the progress of EL student English language development, the percentage of students considered to be long-term EL students calculated by VDOE was also examined. In 2021-2022, 6% of EL students were considered to be long-term EL students, which was a slight increase in comparison to the previous year (from 4% in 2020-2021 and 3% in 2018-2019). However, the percentage of long-term EL students in VBCPS has consistently been notably lower than the state level since 2018-2019. The percentage of students who graduated from high school on time as measured by the VDOE on-time graduation rate was examined. Of the students who were identified as EL in 2021-2022 through the VDOE report, approximately 89% graduated on time, which was lower than the overall division percentage (95%). Of the students who were identified as EL at any time during high school, 88% graduated on time. There were decreases in the percentages (2-4 percentage points) of EL students who graduated on time in comparison to 2020-2021. Finally, a set of matched group analyses was also conducted to compare academic outcomes of former EL students to a matched group of never EL students. Demographic variables were used to construct the comparison group of never EL students, including gender, race/ethnicity, economic status, disability status, and gifted status. In addition, never EL students and former EL students were only matched if they both had data for the outcome measure of interest. Based upon The Reading Inventory (RI), which is completed by all students in grades 2-9, at the elementary school level, a higher percentage of former EL students scored as reading on grade level on the RI (86%) than the matched group of never EL students (79%) and the never EL students across the division (67%). At the secondary levels, lower percentages of former EL students scored as reading on grade level than the matched group of never EL students and the never EL students across the division. At the elementary school level, a higher percentage of former EL students (96%) passed the English SOL than the matched group of never EL students (89%) as well as never EL students across the division (82%). The percentages were similar across the two matched groups of EL and never EL students at the middle school level (88% for each group), with former EL students having a higher pass rate (88%) than the never EL students across the division (84%). At the high school level, a lower percentage of former EL eleventh-grade students (94%) passed the English SOL than the matched group of never EL eleventh-grade students (100%), but the percentage of former EL students passing the assessment (94%) was the same as the never EL students across the division.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 6: If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

Based upon the results of the ongoing program evaluation, the growing number of English learners, and the need to provide more effective EL instruction, VBCPS added 8 locally-funded ESL teachers for the 2022-2023 school year. Moreover, there are currently 15 additional ESL teacher allocations in the proposed budget for the 2023-2024 school year. This allows for reduced ESL teacher caseloads and thus more time for instruction, communication, and collaboration. Beginning with the 2022-2023 school year, ESL teachers have 10-month extended contracts. This additional time in August allows ESL teachers to complete administrative tasks as well as collaborate and support school staff and EL families. Regarding clustering EL students in elementary and middle school levels, the Department of Teaching & Learning (DTAL) will continue to disseminate a principals' memo in the spring describing the need for schools to cluster students by grade level, with the recommendation that no more than one-third of a class consist of ELs. To support communication and collaboration and provide relevant data for planning purposes, classroom teachers of EL students, ESL teachers, and school administrators, will continue to have access to Ellevation, the software program that provides English language proficiency assessment data and houses EL classroom and testing accommodation plans. Moreover, ESL and general education teachers will continue to have opportunities to participate in professional learning. DTAL will continue to provide mandatory professional learning for ESL teachers, mandatory meetings for new ESL teachers, and professional learning for general education teachers in high-interest/high-need ESL topics. A memo listing all professional learning will be disseminated to schools prior to the beginning of the 2022-2023 school year. In order to support the on-time graduation of high school ELs, the school counselor at the International Welcome Center (IWC) monitors the academic progress of ELs in their junior and senior years of high school. The counselor contacts individual schools to address concerns regarding course credits, course failure, etc. Moreover, the IWC counselor reviews all international transcripts to ensure students receive proper credits and are placed in appropriate courses, including ESL courses.

Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations: The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

Box 7: Using Local and/or State Funds: Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.

Division information is posted on the VBCPS public website, and parents are given the option of selecting a language other than English for translation purposes. VBCPS has contracted with the company Voiance to provide interpretation and translation services. Each school has access to Voiance phone interpretation services. Additionally, ESL program documents, including the annual parent notification letter, the home language survey, and the ESL services opt-out form, as well as division documents such as registration documents and gifted services application documents, are translated into at least the top four non-English languages (Spanish, Tagalog, Vietnamese, and Mandarin Chinese) spoken by VBCPS students. VBCPS also has a cover letter for interpretation requests that is translated into the top ten non-English languages (Spanish, Tagalog, Vietnamese, Mandarin Chinese, French, Italian, Japanese, Russian, Turkish, and Arabic). If parents need help understanding a school-related document that is not translated, they may complete this document to schedule a time to utilize Voiance phone interpretation services for assistance. Each school in Virginia Beach is required to host meetings at least twice during the school year strictly for parents/guardians and extended families of English learners. Meetings may be held to acclimate parents to the school, to involve them in the education of their child(ren), to respond to their questions, concerns, and recommendations, and to establish a parent network. Parents are invited by flyer, phone, and/or email. Meeting topics may be customized to the English learner population at each school. Meeting invitations/flyers, agendas, attendance, and handouts are documented. Additionally, the Office of Family and Community Engagement (FACE) has several bilingual Family Outreach Representatives (FORs) who have established HispanicVoice and AsianVoice family empowerment groups to provide an anonymous, safe place for families to discuss their experience with the school division, get access to important information, and develop a sense of connection and trust with Virginia Beach City Public Schools. The FOR also works to create better accessibility of information for Spanish-speaking families. Finally, VBCPS opened the International Welcome Center (IWC) on Jan. 31, 2023. The IWC office associate, counselor, and one of the two ESL FORs speak Spanish. The ESL FORs provide registration support for families, such as helping them obtain documentation and make vaccine appointments, they provide a welcome packet with info about VBCPS, and they connect families to resources, such as for food and clothing.

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 8:	<p>Coordination of Service. Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV.</p>
<p>Local funds coupled with state SOQ funds support the costs of the VBCPS ESL program (Title III coordinator, ESL teachers, teacher travel between schools, an office associate, instructional needs, programs and software, assessment needs, professional development for administrators, ESL teachers, classroom teachers, ESL program committee work, etc.). All Title I schools receive services from an ESL teacher. English learners from participating private schools are offered VBCPS ESL services in support of the equitable services provision; additionally, participating private schools are offered ESL program professional development. Eligible VBCPS EL students may participate in PALS, reading remediation, mathematics remediation, special education services, gifted services, Independent Reading for Middle School Students (Read 180, System 44), Effective Reading Skills for High School Students (Read 180, System 44), AVID, etc. Title I supports the cost of an additional ESL teacher who provides supplementary support for English learners at identified Title I schools. Title II, Title IV, and Title III collaborate on private school outreach and consultation meetings to support the provision of equitable services for private schools. Additionally, the ESL program collaborates with the gifted program to help ensure equitable identification of ELs as gifted; for example, the Title III coordinator is part of the gifted identification committee. Also, the ESL program collaborates with the special education program to provide training for school administrators regarding ELs and special education. Moreover, as part of establishing the International Welcome Center (IWC) in the 2022-2023 school year, the ESL program has built collaborative relationships with the VBCPS offices of Student Leadership, School Counseling, Social Work, and Health Services. These relationships help IWC and ESL staff support families/students with enrollment and other needs. Furthermore, the ESL program is collaborating with the office of elementary language arts to provide training for ESL teachers on how PALS/VALLSS assessment data can be used to help drive instruction, how VBCPS language arts resources can be utilized to benefit ELs, and provide information on the science of reading from an EL perspective. Finally, the Title III coordinator is a member of an ESL Program Advisory Board Committee (PAC), which is hosted by Tidewater Community College (TCC) and consists of staff from TCC as well as a former EL TCC student, an Old Dominion University TESOL professor, and the Adult Academics Program coordinator from the VBCPS Adult Learning Center. The goal of PAC is to be flexible and ready to best serve the ESL community regardless of what changes occur in the next 5-10 years as the number of ELLs increases in Hampton Roads and statewide.</p>	

Application ESSA Compliance Components using Title III Funds

Sec. 3115(g) Supplement Not Supplant: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

Box 9:	<p>Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.</p>
<p>In order to help ELs increase English proficiency and meet the challenging State academic standards, Title III funding is used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement not supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. Duties of the English learner instructional specialist include supporting teachers new to the ESL program, including assistance with lesson planning and implementation of the WIDA standards; coaching and providing support to ESL and classroom teachers regarding best-practice instruction of ELs; assisting teachers with EL student scheduling; and coordinating and presenting professional learning for educators of ELs on topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Additionally, funds are used to support costs for staff to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE). Furthermore, Title III funds are used to support the Ellevation data platform, which allows administrators, ESL, and classroom teachers to access EL student data, supports digital English learner meetings for accommodation planning and monitoring purposes, and provides federally-mandated documents in multiple languages. Also, Title III funds are used for ESL family engagement liaison stipends and food items for family engagement activities. The ESL family engagement liaisons serve as a liaison among families, community, and school staff; they facilitate communications and provide VBCPS information and resources to families; they encourage family engagement in children's education and connect families to what their children are learning; they build relationships with and among families, staff members, and community members; they promote understanding of families' cultural diversity; they provide information about and connect families to community resources; and they ensure families feel welcome, trusted, and valued by the school.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 10:	Describe how the LEA will use Title III funds to provide supplemental support for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.
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Title III funding will be used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement-not-supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. The English learner instructional specialist's duties include coordinating and developing a variety of professional development sessions relative to content area research and instruction of English learners as well as assisting teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs. Professional development sessions include topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Teachers, administrators, and other educators of ELs PK-12 are invited to attend these professional development sessions. Additionally, funds will continue to be used to support costs for staff to present at and attend conferences and other professional learning opportunities focused upon supporting English learners, such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and sessions offered by the Virginia Department of Education (VDOE).

Box 11:	Describe how the LEA will use Title III funds to provide supplemental support to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.
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The English learner instructional specialist works with teachers and other educators to promote parental, family, and community participation in LIEP programs. Title III funding is also used for stipends for family engagement liaisons at multiple schools; these liaisons focus on working with and supporting English learner families. Title III currently funds stipends for family liaisons at twelve elementary, middle, and high schools with high EL populations, and the ESL program plans to expand the liaison program to incorporate more schools. The ESL Family Liaisons serve as a liaison among families, community, and school staff; facilitate communications and provide VBCPS information and resources to families; encourage family engagement in children's education and connect families to what their children are learning; build relationships with and among families, staff members, and community members; promote understanding of families' cultural diversity; provide information about and connects families to community resources; and ensure families feel welcome, trusted, and valued by the school. Additionally, Title III funds are also used to purchase food items to support attendance at family engagement activities.

G. MEASURABLE OBJECTIVES

Section 1 - REQUIRED 2023-2024

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting measurable objectives identified in previous applications:

Measurable Objective 1:

Measurable Objective (MO) 1 from the 2022-2023 application was as follows: Based on Virginia's Consolidated State Plan, for Assessment Year 2022-2023, at least 56% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2023 ACCESS for ELLs. While the ESSA Title III Data Report for School Year 2022-2023 is not yet available, according to the ESSA Title III Data Report for School Year 2021-2022, 53.42% of ELs made progress. This exceeded the VDOE Year 3 Target (Assessment Year 2021-2022 and Accountability Year 2022-2023) of 50%. Additionally, please note that this MO reflects the EL progress targets prior to Amendment 5 of Virginia's Consolidated State Plan. The target for assessment year 2022-2023 is now 52%.

Measurable Objective 2:

Measurable Objective 2 from the 2022-2023 application was as follows: For assessment year 2022-2023, a minimum of 16.1% of English learners will attain English proficiency according to the 2023 ACCESS for ELLs. While the ESSA Title III Data Report for School Year 2022-2023 is not yet available, according to the ESSA Title III Data Report for School Year 2021-2022, 15.65% of ELs tested as English proficient. This exceeded the state percentage of 9.44%.

Measurable Objective 3:

Measurable Objective 3 from the 2022-2023 application was as follows: For accountability year 2022-2023, 100 percent of new ESL teachers will receive mentoring and EL professional development. This MO was met. All new ESL teachers received mentoring and EL professional development. Using ESSER funds, experienced ESL teachers were hired as EL Champions. They serve as mentors to new ESL teachers and as support for other ESL teachers as well; each champion is assigned a small group of teachers to lead. In addition to having a mentor teacher, new ESL teachers also receive support from the Title III coordinator and EL Instructional Specialist (ELIS). The ELIS holds weekly, optional, after-school question-and-answer meetings at the beginning of the school year to support new ESL teachers. These meetings are in addition to the mandatory, all staff (all ESL teachers) professional learning sessions that took place during the months of August, September, October, November, December, April, and May of the 2022-2023 school year. During these sessions, an additional hour is allocated to support new ESL teachers. Session topics include monitoring EL progress, administrative tasks, assessment, and instructional best practices.

Measurable Objective 4:

N/A

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

N/A

Section 2 - REQUIRED 2023-2024

1. State up to five measurable objectives, each incorporating the four components, 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:

Based on Virginia's Consolidated State Plan, for Assessment Year 2023-2024 (Year 5), at least 54% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2024 ACCESS for ELLs.

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

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to help determine students' instructional needs as well as the need for additional support/professional development for ESL and classroom teachers. The English learner instructional specialist (ELIS) will support new ESL teachers, provide instructional assistance to all ESL staff, and coach/provide professional development for ESL teachers and classroom teachers of EL students. The ELIS will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote, parental, family, and community participation in LIEP programs. ESL family engagement liaisons will also support this MO by facilitating communication between schools and families, providing VBCPS information and resources to families, and helping families support their children's education. Furthermore, the ELIS will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Moreover, staff will have opportunities to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE). Additionally, the ESL program will continue to review ESL teacher caseloads periodically throughout the school year and make adjustments to ESL teachers' school assignments/caseloads as needed in order to ensure equity of ESL services across the division.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

According to the ESSA Title III EL Data Report for School Year 2021-2022, 15.65% of ELs attained English proficiency. For assessment year 2023-2024, a minimum of 16% of English learners will attain English proficiency according to the ACCESS for ELLs.

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

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to help determine students' instructional needs as well as the need for additional support/professional development for ESL and classroom teachers. The English learner instructional specialist (ELIS) will support new ESL teachers, provide instructional assistance to all ESL staff, and coach/provide professional development for ESL teachers and classroom teachers of EL students. The ELIS will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote, parental, family, and community participation in LIEP programs. ESL family engagement liaisons will also support this MO by facilitating communication between schools and families, providing VBCPS information and resources to families, and helping families support their children's education. Furthermore, the ELIS will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Moreover, staff will have opportunities to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE). Additionally, the ESL program will continue to review ESL teacher caseloads periodically throughout the school year and make adjustments to ESL teachers' school assignments/caseloads as needed in order to ensure equity of ESL services across the division.

Measurable Objective 3:

For school year 2023-2024, 100% of new ESL teachers will receive mentoring and EL professional development.

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

The ESL program will provide mandatory ESL teacher professional development throughout the 2022-2023 school year, including time for new ESL teachers to receive targeted support. New ESL teachers will receive support from their assigned EL Champion; the EL Champions serve as mentors to new ESL teachers and as support for other ESL teachers as well. In addition to having a mentor teacher, new ESL teachers will also receive support from the Title III coordinator and EL Instructional Specialist (ELIS). In addition to providing professional development and instructional support for teachers, the ELIS holds weekly, optional, after-school question-and-answer meetings at the beginning of the school year specifically for new ESL teachers.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

N/A

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

N/A

Measurable Objective 5:

N/A

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

N/A

H. TITLE III PROGRAM DETAILS

Possible Subgrant Activities

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2023-2024 to provide these activities.

Box A.

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to Show How Funds Will be Used This Year (2023-2024)
Supporting the development and implementation of LIEPs	X
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	X
Supporting implementation of school wide programs	X
Professional development to teachers and other personnel serving ELs	X
Parent, family and community engagement activities	X
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	X
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other (if other, do not mark with an X, briefly describe the activity conducted in the white box)	

Sec.3201(7) of the ESEA – Identify the language(s) of instruction if your LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs . If you do not provide these LIEPs, mark Not Applicable (N/A).

Box B.

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	N/A
Dual Language or Two-way Immersion	Spanish

I. IMMIGRANT CHILDREN & YOUTH (IY) FUNDS UNDER TITLE III

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families.

[Empty text box for describing the use of IY funds]

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families.

[Empty text box for describing the evaluation of success]

J. PRIVATE SCHOOL PARTICIPATION

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

1. Are there eligible private schools in the school division's attendance area? Mark Yes if you have Private Schools, even if they refuse funds.

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

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

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify) Email

3. How many English Learners Level 1-4.3 received services in the public school division for the 2023-2024 school year?

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

a. Title III Budget	231,286.05
b. Proportionate Share	851.4902899
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	851.49

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

a. Title III Budget	0.00
b. Proportionate Share	0.00

CALCULATION OF SET-ASIDES

6. For the 2023-2024 award year, enter the estimated private school-set aside onto the Title III Budget tab under the "Budget for 2023-2024" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2023-2024" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2023-2024 award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2023-2024 award year. **Only complete if you answered yes in column B.**
- In Column D, enter the description of services provided for participating children. **Only complete if you answered yes in column B.**
- Column E will automatically calculate the value of services for the 2023-2024 award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2023-2024 Award Year? (Yes/No)	Number of Identified Students	Description of Services	Estimated Value of Services from 2023-2024 Title III Budget, Per School	Estimated Value of Additional Services from Transferability Funds
All Saints' Day School	No			0.00	0.00
Back Bay Christian Academy	No			0.00	0.00
Barefoot Kids Christian Day School	No			0.00	0.00
Bayside Presbyterian Preschool and Kindergarten	No			0.00	0.00
Beach Manor School	No			0.00	0.00
Beach Montessori Christian Academy	No			0.00	0.00
Bellamy Manor School	No			0.00	0.00
Bullfrogs and Butterflies	No			0.00	0.00
Catholic High school	No			0.00	0.00
Cape Henry Collegiate School	No			0.00	0.00
Chesapeake Bay Academy	Yes	1	LIEP services offered	106.44	0.00
Courthouse Academy	No			0.00	0.00
Courthouse Montessori	No			0.00	0.00
Enoch Christian School	No			0.00	0.00
Forever Young Montessori School	No			0.00	0.00
Friends School of Virginia Beach	No			0.00	0.00
Galilee Montessori School	No			0.00	0.00
The Goddard School	No			0.00	0.00
Grace River Academy	No			0.00	0.00
Holy Family Day School	No			0.00	0.00
Hope Academy	No			0.00	0.00
Ivy League Christian School	No			0.00	0.00
Kempsville Academy Inc.	No			0.00	0.00
Kempsville Child Development Center	No			0.00	0.00
Kids of Grace	Yes			0.00	0.00
Leafspring School	No			0.00	0.00
London Bridge Baptist	No			0.00	0.00
Montessori Children's House II	No			0.00	0.00
Norfolk Christian School	Yes			0.00	0.00
Oaktree Academy	No			0.00	0.00
Old Donation Day School	No			0.00	0.00
Raise Academy	No			0.00	0.00
Rollingwood Academy	No			0.00	0.00
St. Gregory the Great	Yes	6	LIEP services, materials	638.62	0.00
St. John the Apostle	Yes			0.00	0.00
St. Matthew's Catholic School	Yes	1	LIEP services	106.44	0.00
Star of the Sea Catholic School	Yes			0.00	0.00
Strelitz International Academy	No			0.00	0.00
Sunnybrook Day School	No			0.00	0.00
Tabernacle Baptist Academy	No			0.00	0.00
Tidewater Classical	No			0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
Total Identified Students		8	Total Private School Set-Asides	851.49	0.00
				Use this Figure for Private School Set-Asides in the 2023-2024 Budget	Use this Figure for Private School Set-Asides in the 2023-2024 Transferability Budget

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

The English learner instructional specialist (ELIS) will provide instructional support and teacher assistance to the ESL and classroom teachers in all schools. Additionally, the ELIS will coordinate, develop and provide PreK-12 staff development to teachers in Virginia Beach relative to second language acquisition and best practices regarding the instruction of English learners. Virginia Beach City Public Schools is strongly committed to equal access for and treatment of all students, families, employees, and the general public. The division's policy of non-discrimination provides equal access to and participation in courses, programs, services, and materials. VBCPS will meet the American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in languages other than English or in other formats, as needed, to meet the needs of those served through grant-funded programs.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

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/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 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 Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. 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 VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

Section 3115

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

The school division/grantee assures:

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:
 - A. Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —
 1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
 5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 8. information pertaining to parental rights that includes written guidance —
 - a. detailing —
 - (i). the right that parents have to have their child immediately removed from such program upon their request; and
 - (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

PROGRAM SPECIFIC ASSURANCES

- B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI. It will base its proposed plan on effective research on teaching ELs;
- VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI. Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.



Virginia Department of Education
 Office of ESEA Programs
 P. O. Box 2120
 Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

Original

Revision :

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

A. COVER PAGE

Title IV, Part A, Student Support and Academic Enrichment Grants

2023-2024

Individual Program Application

Due by July 01, 2023

*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):	Division Number:	Title IV, Part A, Coordinator:	
Va Beach City Public Schools	128	Monica Robinson	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext: <input type="text"/>
2512 George Mason Drive, Virginia Beach, Virginia 23456-0038	Email:	<input type="text"/>	
	monica.robinson@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

Assurances: The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. 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 05-23-2023.

Superintendent's Signature

Aaron Spence, Ed.D

Superintendent's Name

5/23/2023

Date

Board Chairperson's Signature

Trenace Riggs

Board Chairperson's Name

5/23/2023

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated Yes or No	Eligible Program	2023-2024 Allocation Total
897,247.25		Title IV, Part A, Student Support and Academic Enrichment Grant	897,247.25
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	897,247.25

TRANSFERABILITY

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

1) If funds are to be transferred INTO Title IV, Part A, complete Section A.

A. Program from which funds will be transferred	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title IV, Part A, Student Support and Academic Enrichment Grant	

2) Place an "X" next to the federal programs you are requesting funds to be transferred to.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D, Subpart 2	
		Title II, Part A	
		Title III, Part A	
		Title V, Part B, Subpart 2	
Total			0.00

REVISIONS AND AMENDMENTS

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

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

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

B. PROGRAM OVERVIEW (5 PAGES)

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds allocated by the school division for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1:	<p>Local education agencies must conduct a needs assessment.</p> <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the division's priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab. <p>For local education agencies receiving allocations of \$30,000 or greater, conduct and provide a description of a comprehensive needs assessment (once every three years) that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> 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. <p>Divisions transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to. If the activities are allowable under Title IV, Part A, describe the local education agency's rationale for transferring the funds to another program.</p>
	<p>Needs Assessment Process: The needs assessment for the Title IV, Part A, grant continues to be based on the division's strategic plan, suggestions from parents and community partners, and feedback from local private schools. An Ad Hoc Strategic Plan Steering Committee devised the strategic plan. The Ad Hoc Strategic Plan Steering Committee included 34 members from senior division leadership, school principals, faith-based organizations, military personnel, parents, students, PTA (Parent Teacher Associations) representatives, students, and the superintendent. The meetings were held once a month, every month, from January through June of 2019. Over 52 parents and community members provided feedback on student and division needs in October 2019 during the division's Navigating the Journey Program. Families and community members learned about the curriculum, student organizations, and grants. In 2021, the strategic action agenda was developed aligned with the strategic framework. In 2022, the division developed an equity plan to extend the strategic framework. The equity plan committee met from February through August 2022 to inform the plan's development. The team was comprised of teachers, administrators, board members, and various members of the community. In March 2023, members of school leadership provided feedback for the grant. In April 2023, the division received feedback from participants in the family engagement meeting, private schools, and school personnel previously receiving services through the Title IV, Part A grant.</p> <p>The Title IV, Part A, grant is aligned to two overarching themes of the strategic framework and equity plan.</p> <p>*Educational Excellence: Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (VBCPS Strategic Framework Compass to 2025 and Equity Plan 2022-2025)</p> <p>*Student Well-Being: Engage in culturally responsive practices division-wide as measured through all students' social, emotional, and physical development (VBCPS Strategic Framework Compass to 2025).</p> <p>Data: Quantitative data were used in the form of state-standardized assessments for reading, writing, math, and science; reading inventory data; advanced placement course enrollment and assessment results; and discipline data. Qualitative data were used from needs assessment surveys and feedback from community members, private schools, and feedback from parents.</p> <p>The quantitative and qualitative data resulted in a targeted focus on the following areas:</p> <ul style="list-style-type: none"> *Literacy teacher training and instruction emphasizing strategies aligned to the Science of Reading. *Access to advanced course work, i.e., advanced placement, IB, and dual enrollment. *Programs that support the mental and physical health of all students. *Increased academic success in science and social studies.

B. PROGRAM OVERVIEW (CONTINUED)

Box 1 (continued):

All support provided through Title IV, Part A, allocations will be connected to these four target areas and the division's strategic action plan, strategic framework, and equity plan using integrated systems that support Tier I instruction, literacy and numeracy interventions, professional learning, and coaching while ensuring future-ready students who can make connections between student learning and the graduate profile with an emphasis on on-time graduation and career exploration.

These integrated systems will also include programs, instructional materials, training, and support staff to ensure safe, welcoming, inclusive instructional environments that are conducive to student learning, engage in culturally responsive practices at the classroom, school, and division level, address physical health through nutrition and fitness programs, develop students' digital wellness, and increases the emphasis on mental health. The grant will also address training, programs, and resources to help trauma-informed practices. Research shows the connection between physical health, nutrition, and academic achievement. Title IV, Part A, funds will support the use of programs that address cognitive and physical development.

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.

Well-Rounded Education: The research is clear that high school graduation is of utmost importance as it represents the completion of a foundational level of education, enhances employability, promotes personal growth and social development, and contributes to the inevitability of long-term success. Title IV, Part A, allocations will be used to ensure on-time graduation for all students by providing:

Research conducted by Moore and Krasnoff (2017) found that a large and growing body of research indicates that effective on-time graduation programs use graduation coaches as case managers who deliver highly personalized support and services.* Graduation Lab Coaches in the two high schools with lower on-time graduation rates. These graduation lab coaches will monitor students in danger of not graduating on time and connect them to interventions and other services to promote academic success.

*Access to rigorous courses and assessments that can provide exposure to college-level work and college credits. Title IV, Part A, allocations will provide assessment assistance for AP and IB courses as well as tutoring and other supports provided through College Board, National Math and Science Initiative, and other partners who assist with identifying and supporting students in these courses.

According to research, professional development is essential for educators to enhance their teaching skills, improve student outcomes, support assessment and data-driven instruction, and foster collaboration and reflective practice (Martinez, Castejon, Gonzalez, 2022; Allen, Pianta, Gregory and Mikami, 2011). Students can learn and receive necessary support when teachers are knowledgeable in both content and instructional

practices. Title IV, Part A, allocations will be used to ensure that teachers receive professional development through training and courses to ensure a division-wide understanding of evidence-based teaching and learning practices. This includes but is not limited to Aspire, which focuses on the Science of Reading for secondary instructors, the Plain Talk Literacy Conference, National Math, Literacy, and Science Conferences, as well as training in high school redesign and inclusive practices. Hands-on science training is crucial for effective science education. It enhances the understanding of scientific concepts and encourages critical thinking and problem-solving skills. Allocations will be used to provide training in hands-on science initiatives that may include but is not limited to Flying Classroom, Stemscope, and professional learning opportunities sponsored by the University of Virginia and Virginia Tech.

Coaches can assist with teachers' and students' instructional and classroom management needs. Instructional coaches help teachers focus on their individual needs in the classroom, find resources to help bring growth in teaching and learning and share best practices to support student learning. Title IV, Part A, funds will assist with securing coaches to help teachers and students in the division's elementary or secondary schools by providing evidence-based instructional and curriculum support. Coaches will focus on literacy or numeracy, and the placement of coaches will be based on local assessment data, standardized assessments, school size, and discipline data. Title IV, Part A, literacy and numeracy coaches will provide training and support for teachers, administrators, and students.

Coaches will support teachers and administrators with instructional strategies, classroom modeling, guidance in lesson plan design, and focusing on alignment to the taught, written, and assessed curriculum.

The magic of tutoring is this individualized ability to diagnose and support in ways that lead to real progress (EducationWeek, 2020). Tutoring supports interventions and accelerations available in both face-to-face and virtual environments. Offering extra help and support, especially in the early stages of a student's education, can provide a path toward academic success, diminish the likelihood of behavior problems, and increase the likelihood of high school graduation (Robinson, 2016, Balfanz, Herzog, & Mac Iver, 2007). Title IV, Part A, funds will be used to provide virtual tutoring in core subjects and tutoring for advanced coursework.

Instructional materials, professional development resources, and software will be purchased to support all instructional areas where learning gaps exist. Teachers, coaches, and administrators need evidence-based tools to support literacy, numeracy, math, and science.

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

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

The connection between mental and physical health ad academic success cannot be overstated. Both mental and physical health play crucial roles in a student's academic ability. Mental health is vital at every stage of life, from childhood and adolescence through adulthood." In schools, we prioritize three critical and interrelated components of mental health: social (how we relate to others), emotional (how we feel), and behavioral (how we act) supports to promote overall well-being (Chafouleas, 2020). The American Institutes for Research (AIR) (2016) confirmed that students need more than academic knowledge to succeed in college, careers, and personal and public life. They found that students must understand their skills and abilities, manage their emotions and behavior, communicate effectively, negotiate conflict, care about others, and make responsible decisions. The Edweek organization (2020) surveyed over 3,000 and found that students are much more concerned than usual regarding their families' health and financial stability. A quarter of teens indicated that they were losing more sleep, feeling more unhappy or depressed, feeling under constant strain, or losing confidence in themselves. Title IV, Part A, allocations will be used to support physical and emotional health. Title IV, Part A, funds will be used to support training, resources, and programs that combat the negative results of childhood trauma and other adverse childhood experiences. These supports may be provided through resources and instructional materials and face-to-face or virtual training platforms. They will include opportunities for mental health support for both students and teachers.

Physical and nutritional health is just as important as emotional and behavioral health. Students' emotional health is often uplifted when they engage in physical activity, activities, and enrichment programs. Title IV, Part A, funds will be used to provide industry certification in the sports fields for free and reduced lunch recipients up to \$6,000. Title IV, Part A, funds will continue to support physical health initiatives by providing equipment and resources to assist elementary recess programs, secondary health, and physical education programs, and first aid/life-saving training. Emphasis will be placed on resources that allow for physical activity while enhancing numeracy and literacy skills and training and resources to support positive mental health.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

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

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

ESEA section 4109(a)(1)(D) allows Title IV, Part A, funds to be used to implement blended learning strategies that leverage both technology-based and face-to-face instructional approaches that include an element of online or digital learning. The use of technology can boost collaboration opportunities and student retention, but it also makes all information more accessible. Technology-rich learning environments ensure students are engaged and eager to participate in content-specific subjects. Blended learning activities will be embedded in the graduation lab program allowing students to complete online courses, online tutoring, and face-to-face guidance from a certified teacher. Title IV, Part A, funds will be used to support the effective use of technology by providing fall and summer training opportunities for students, parents, and administrators. This training will include participation in virtual and face-to-face conferences and software programs that inform blended learning and technology integration in the classroom. Teachers and administrators participating in these training opportunities will share with other staff members throughout the district through modeling or professional learning communities that ensure the sustainability of ongoing learning.

As virtual learning continues to become a more significant element of teaching, learning, and training, devices such as cameras and headsets will be needed. Title IV, Part A, funds will be used to provide these devices and support activities using technology to effectively support teachers and students.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (continued):

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Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The effectiveness of grant activities will be evaluated using qualitative and quantitative data and observations. Quantitative literacy and numeracy formative and summative assessment data, Lexile data, local assessments, state assessments, the number of student participants in advanced courses, and graduation rates will provide evidence of the benefits of the literacy, numeracy, and graduation lab coaches, fall and summer reading and advanced coursework interventions, and tutoring and engagement programs. Quantitative survey data will determine the impact of the programs that support safe and healthy school and division initiatives. Discipline and climate surveys will provide insight into the success of programs that support the social and emotional needs of students, teachers, and staff members. Professional development evaluations will inform the impact of teacher, administrator, and support staff training. Qualitative data from observations, interviews, and focus group feedback will be used to determine the effectiveness of parent and community engagement activities. Finally, the affirmation of effective consultation documents and feedback will be used to evaluate the efficacy of equitable services. A quarterly evaluation of Title IV, Part A, of the program will be conducted, and necessary adjustments and amendments will follow if needed.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6:	<p>PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.</p>
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Professional learning refers to the ongoing process of developing knowledge, skills, and attitudes to improve professional practice. When professional learning is "sustained," it means that it occurs over an extended period of time rather than being a one-time event. "Intensive" implies that it is focused, comprehensive, and involves in-depth exploration of a topic or area of practice. "Collaborative" involves working with colleagues, such as through group discussions, team projects, or peer coaching. "Job embedded" refers to integrating professional learning into the work environment, allowing educators to apply what they learn directly to their job responsibilities. Finally, "data-driven" means that evidence and data, such as student performance data, observation feedback, or research findings, inform professional learning. All Title IV, Part A, training is based on data derived through the needs assessment. Training will be aligned to on-time graduation, literacy, numeracy, science, mental health, physical health, classroom management, coaching, or leadership. Best practices will include training that braids multiple areas of focus and aligns to the division's needs assessment and strategic framework, and allows educators to continuously develop their skills, stay current with research and evidence, and apply their learning to their day-to-day work to positively impact student success. In addition to ongoing professional learning through conferences, courses, and guest speakers, graduation lab coaches and literacy and numeracy coaches will follow the same protocols.

Professional Development Opportunities are provided through Title IV, Part A, allocations.

Graduation Lab Coaches:

- *Sustained: Graduation Lab Coaches are not placed in schools for one year and are removed as soon as growth occurs. These coaches remain in the buildings for multiple years to ensure sustained improvement in graduation rates.
- *Data-driven: Coaches are placed in buildings with some of the lowest graduation rates based on data provided through the Virginia Department of Education.
- *Intensive and Collaborative: Graduation lab coaches are expected to collaborate with building administrators, instructional coaches, teachers, parents, and counselors in the best interest of students.

Literacy and Math Coaches:

- *Sustained, Job-embedded, and Collaborative: Literacy and math coaches are expected to provide ongoing professional learning support to teachers, administrators, and tutors. They are expected to monitor and document professional learning training and follow up through one-on-one coaching, co-teaching, and data analysis meetings.
- *Data-driven: Literacy and math coaches are placed in buildings with achievement gaps in either literacy or math. Data analysis is a key component in how professional learning opportunities are provided.

Training, Conferences, and Coursework:

- *Sustained and Collaborative: Before teachers and staff can attend professional development activities using Title IV, Part A, allocations, they must complete the Title IV Training Survey. The survey requires that teachers indicate how they share the information within their buildings and learning teams. Participants are also notified that they are expected to present what they have learned through division-wide training or to prepare a Google file or site with resources that teachers and staff can access to support instructional practices.
- *Data-driven: Prior to attending any Title IV, Part A, professional learning, participants must indicate on the survey what data was used to determine the necessity for the conference and how this data will be measured.

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.

Title IV, Part A, LEA coordinates with several offices within the Department of Teaching and Learning to ensure effective coordination of services. The coordinator of Title IV, Part A, consulted with content area coordinators and specialists to determine instructional needs. This collaboration was also done with the Department of Student Support Services to determine the support needed in mental and emotional health and Trauma-Informed Practices. Instructional, attendance, assessment, discipline, and graduation data from schools and feeder schools serviced by Title I, Part A, are reviewed to ensure that services addressed through the Title IV, Part A, grant extended to schools with similar academic and socioeconomic data were supported even if they did not receive services provided by Title I, Part A. Collaboration with the Office of Health and Physical Education, the Office of Music Education, and the office of English Language Learners ensured that the resources provided for physical health and nutrition and music education align with the local and state objectives, priorities, and needs in this area. Collaboration continues with The National Math and Science Initiative and Equal Opportunity Schools to support the Future-Ready component of the division's strategic agenda and to ensure access and support for students seeking rigorous courses and preparing to meet college or career goals. Title IV, Part A, LEA also coordinates with local universities to host camps and other activities that prepare them for college and career opportunities while exposing them to life in college. Finally, to ensure that teachers have the instructional and content capacity to meet the needs of students, collaborations with but not limited to William and Mary, Old Dominion University, and the University of Virginia will provide courses and professional learning in literacy and numeracy.

D. MEASURABLE OBJECTIVES

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

What is a Measurable Objective?

A measurable objective has four components:

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

Measurable Objective 1:

By the completion of the 2023-2024 SY, the percentage of free and reduced lunch recipients taking an Advanced Placement, Dual Enrollment, or International Baccalaureate course and/or assessment will increase by 3% as measured by assessments and/or course enrollment data in these three programs.

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

Evidence-based research supports the importance of access to accelerated course work through the following supports (N. Watkins, ASCD, 2021; VCU, School of Education, 2021; Warne, R, Dept. of Behavioral Science, 2017; Edtrust, 2019) and support the following initiatives funded by Title IV, Part A, allocations.

*Specialized tutoring, spring break and summer camps will provide foundational support for students in organizational skills, content, literacy, numeracy, and writing in preparation for advanced course work.

*Elimination of subscription fees and examination fees for students in need of financial support.

*Supplemental opportunities for advanced coursework students to connect and learn from peers and experts and initiatives that recruit and mentor students in middle and early high school.

Measurable Objective 2:

By the completion of the 2023-2024 SY, 100% of schools receiving coaching support, professional learning, instructional materials, activities or other resources through the Title IV, Part A, grant will meet or exceed the state and local literacy and numeracy benchmarks or growth markers (70% in math and 75% in reading) as measured using local and state assessment and reading inventory data.

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

According to What Works Clearinghouse (WWC), several strategies supported by the Title IV, Part A, grant will promote increases in reading levels and state assessments (2022).

*Providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and providing an extended discussion of text meaning and instruction are all strategies suggested by WWC that will be addressed through the instructional resources (consumables, classroom libraries, Kindles), software licenses (myOn, Apex, Edgenuity, and FEV) and teacher professional learning opportunities (SXSU, NLA, Plaintalk, Coaching, Learning Forward, VASCD, ASCD, VAFEPA, and NAFEPA) supported through the grant.

*Programs recommended by WWC include but are not limited to Read180 and summer reading packs will be used to support summer literacy intervention.

*Recent evidence-based research projects conducted by Frontiers in Psychology (2019) found acute physical activity significantly improves attention. Other research shows increased oxygenation and neurotransmitters during physical activity that impact memory and information processing (Meeusen and De Meirleir, 1995). Additionally, a recent meta-analysis by de Greeff et al. (2018) quantitatively confirmed the relationship between sports and academic achievement. The grant will be used to provide fund activities and materials that connect physical and cognitive development.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the completion of the 2023-2024 SY, VBCPS high school students will meet or exceed current on-time graduation rates for the division (94.8%) and decrease the instances of high school dropouts (2.8%).

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

What Works Clearinghouse cites six evidence-based strategies to address dropout prevention. Title IV, Part A, will address several of these evidence-based strategies:

- *Implement programs to improve students' classroom behavior and social skills- professional learning opportunities supported through the grant will provide multiple-tiered levels of support to improve students' cognitive, emotional, and academic development.
- *Assign adult advocates to students at risk of dropping out. High schools with the highest percentages of dropouts and lowest percentages of graduation rates will continue to have a Title IV, Part A, graduation lab coach to advocate and support at-risk students dropping out of school.
- *Provide academic support and enrichment- Title IV, Part A, allocations will provide academic boot camps, intervention programs, and tutoring (embedded, virtual, face-to-face, and hybrid) to support the academic success of all students.
- *Providing rigorous and relevant instruction to engage students in professional learning, conferences, and college courses will increase teacher and leader capacity, leading to engaging, rigorous and relevant instruction.

Measurable Objective 4:

For the 2023-2024 SY, 100% of all activities related to elective courses, technology, physical activities, community engagement, and mental support will be aligned to the VBCPS strategic agenda and braided into academic programs and integrated systems that support literacy, numeracy and overall academic success to include but not limited to real-world learning and connections to student interest and future-oriented goals using specific strategies listed in the strategic and equity plans of the division.

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

Drawing on input from more than 200 scientist, youth, parent groups, educators, and policy makers, the Aspen Institute (2019), recognizes that learning happens best when multiple tiers of mental, physical, and academic supports are braided in support of the whole child. Additional evidence-based research spanning more than two decades has shown that academic success is dependent upon deep connections across a variety of skills. According to the Journal of School Health (2013), school-based physical and mental supports can positively influence academic related outcomes. The American Institutes for Research (AIR), (2016) supports the integrated systems to support academic success. The Department of Education using profiles prepared by the AEM Corporation (2016), found that braiding academic and behavior supports should be part of school improvement efforts. Title IV, Part A, allocations will be used to braid multiple services to support the divisions's needs assessment as evidenced in the strategic framework and agenda.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

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Measurable Objective 6:

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

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E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved

Describe the division's progress towards meeting the measurable objectives. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to indicate the application year (ex: 2021-2022 or 2022-2023) for the measurable objective and include relevant data.

Measurable Objective 1:

In SY 2017-2018, the division had 1615 F/RL recipients take an Advanced Placement Exam. In 2018-2019, the division increased that number to 1640 F/RL recipients taking an Advanced Placement Exam. Additionally, the division experienced increases in demographic groups and an 8.4 percent increase in AP exams for African American Students. In 2019-2020, 729 F/RL recipients took 2,063 exams accounting for 22 percent of all administered exams. 1,208 exams were completed by F/RL recipients in SY 2020-2021. Finally in 2021-2022, 1,301 F/RL recipients completed at least 1 advanced placement course and completed 676 exams (the VDOE released a press release indicating that the number of students taking AP courses and exams has been on the decline. In 2021-2022, 730 African American students took at least one AP course and 323 AP exams. This represents a slight decrease from 874 African Americans taking AP courses and a slight decrease from 324 exams taken. 167 F/RL recipients completed dual enrollment courses in 2021-2022 a slight decrease from 222 students in 2020-2021. (VDOE Data and Reports)

Measurable Objective 2:

Reading Math Standards of Learning Data reflect improvements.
*Schools with a Title IV, Part A, literacy or math coach met or increased the state benchmarks.
*Standards of Learning (SOL) data for 2020-2021: 78% pass rate in reading and a 69% pass rate in math overall in the division. In 2021-2022, the pass rate for reading increased to 82% and 76% in math. Lynnhaven Middle and Kempsville Middle both had Title IV, Part A literacy coaches and both schools met or exceed benchmarks. Lynnhaven MS had an 80% pass rate in 2020-2021 and a 78% pass rate in 2021-2022 and Kempsville Middle School had a 76% pass rate in reading in 2020-2021 and an 77% pass rate in 2021-2022. Kempsville High School with a Title IV, Part A, math coach had a 74% pass rate in 2020-2021 and an 86% in 2021-2022. (VDOE Data and Reports)

Measurable Objective 3:

* Overall, the OTG rate for VBCPS students increased from 91.9% in 2017 to 93.3% in 2018 to 93.9% in 2019 to 94.2% in 2020 to 94.8% in 2021 and an increase of 95% in 2022. (VDOE State Level Cohort Report)

Measurable Objective 4:

For the 2023-2024 SY, 100% of all activities related to elective courses, technology, physical activities, community engagement, and mental support will be aligned to the VBCPS strategic agenda and braided into academic programs and integrated systems that support literacy, numeracy and overall academic success to include but not limited to real-world learning and connections to student interest and future-oriented goals.

Measurable Objective 5:

Measurable Objective 6:

F. BUDGET SUMMARY

		Title IV, Part A Budget for 2023-2024 Award: S424A230048 Project Code: APE60281				
		Allocation:			897,247.25	
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	273,836.68	5,850.00	200.00		
	Private School Set-Aside	0.00	0.00	0.00		
	Total Personnel Services	273,836.68	5,850.00	200.00	279,886.68	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	107,878.45	378.68	15.30		
	Private School Set-Aside					
	Total Employee Benefits	107,878.45	378.68	15.30	108,272.43	Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	174,458.81	225,715.70	1,000.00		
	Private School Set-Aside	2,684.00	5,366.06	1,400.00		
	Total Purchased/Contracted Services	177,142.81	231,081.76	2,400.00	410,624.57	Yes
4000 - Internal Services	Internal Services	500.00	500.00			
	Private School Set-Aside					
	Total Internal Services	500.00	500.00	0.00	1,000.00	Yes
5000 - Other Charges	Indirect Costs	8,593.38	2,252.89	60.30		
	Non-Administrative	6,500.00	4,500.00	1,000.00		
	Private School Set-Aside	5,281.58	5,500.00	1,003.04		
	Total Other Charges	20,374.96	12,252.89	2,063.34	34,691.19	Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)	4,974.52	2,056.68			
	Non-Administrative	7,270.98	30,000.00	1,000.00		
	Private School Set-Aside	12,669.90	4,000.00	800.30		
	Total Materials and Supplies	24,915.40	36,056.68	1,800.30	62,772.38	Yes
8000 - Capital Outlay	Non-Administrative	0.00	0.00	0.00		
	Private School Set-Aside	0.00	0.00	0.00		
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		604,648.30	286,120.01	6,478.94	897,247.25	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 270.05
TOTAL SET-ASIDE BUDGET		13,567.90	4,309.57	60.30	17,937.77	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		20,635.48	14,866.06	3,203.34	38,704.88	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.		Yes				Does the Budget Summary Match the Total Allocation? Yes
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Difference -

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.
 (2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

G. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Enter the number of each measurable objective from the "Narrative" tab the funded activity supports and choose the appropriate category for each expense in the dropdown list under "Category."

Does the Detailed Budget Breakdown Match the Total Allocation?

Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

- *FTE Graduation Lab Coach to ensure on-time graduation (OTG) for all students, especially those who are not on track for graduation and require academic support-placement is based on 3-YR OTG trends and needs assessment.
*.6 Graduation Lab Coach to ensure on-time graduation (OTG) for all students, especially those not on track graduation and require academic support-placement is based on 3-YR OTG trends and needs assessment.
*Literacy and numeracy instructors and tutors to assist with closing academic gaps after school, during the summer, during spring break, and any extended school opportunities. Instruction may take place face-to-face or virtually.
*Instructors to support summer enrichment programs for students taking or interested in taking advanced coursework-available for all students with recruitment emphasis on students from diverse backgrounds, low socioeconomic environments, or first-time course takers.
*Instructional staff to support curriculum development in core content areas.

Table with 5 columns: Item Description, Measurable Objective, Category, FTEs, Total Cost. Includes rows for Graduation Lab Coach, Instructional Coach, Academic Support Intervention Tutors, Summer AP, IB, and Dual Enrollment Tutors and Instructors, Bus Drivers for Summer AP, Literacy, Numeracy, and Stem Programs, Bus Drivers for Student and Family Engagement Events, Substitutes- Professional Development- Well Rounded Students, Substitutes- Professional Development- Graduation Lab Coaches, Substitutes- Professional Development- Safe and Healthy Students, Instructors for Family and Community Engagement Events and Activities, Workshop/curriculum development pay for PL attendees and /or instructors.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

* Funds for transportation fuel expenses used during the summer, after school, and extended school programs including but not limited to AP, IB, Literacy, Numeracy, Dropout Prevention, family engagement programs, and multiple tiers of support.

Item Description	Measurable Objective	Category	Total Cost
Fuel expenses to support afterschool, summer, spring break, and family engagement programs	1,2,3	Well Rounded Education	500.00
Fuel expenses to support afterschool, summer, spring break, and family engagement programs	1,2,3,4	Safe and Healthy Students	500.00
Total for Object Code:			1,000.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Title IV, Part A, funds will support travel outside of the division or to bring trainers into the division for teachers, administrators, and staff supporting safe and healthy schools, as well as for staff supporting well-rounded student initiatives or the effective use of technology. Professional travel will be prioritized based on the strategic framework, strategic agenda, measurable objectives, and other quantitative and qualitative data points. Professional development guidelines are established to ensure professional learning is used to build school capacity. All professional learning will be data-based, sustainable, and collaborative. Participants will complete a pretravel form to provide the following professional learning guidelines. Participants in professional development activities will be expected to share ideas learned that will benefit not only those who attend the training but all teachers and staff within their buildings. Staff participating in professional development will be able to present ideas learned to participants in division-sponsored training. Funds will be used to provide equitable services to participating private schools for travel based on submitted needs assessments.

Item Description	Measurable Objective	Category	Total Cost
Professional Learning Travel for Private Schools	1,2,3	Well Rounded Education	5,281.58
Professional Learning Travel for Private Schools	1,2,3	Technology	1,003.04
Professional Learning Travel for Private Schools	1,2,3	Safe and Healthy Students	5,500.00
Professional Learning Travel -Effective Use of Technology	1,2,3	Technology	1,000.00
Professional Learning Travel-Safe and Healthy such as but not limited to school safety, mental, and physical health	1,2,3	Safe and Healthy Students	6,500.00
Professional Learning Travel-well-rounded education and academic support	1,2,3	Well Rounded Education	4,500.00
Indirect costs @2.0%	1,2,3	Safe and Healthy Students	2,252.89
Indirect costs @2.0%	1,2,3	Well Rounded Education	8,593.38
Indirect costs @2.0%	1,2,3	Technology	60.30
Total for Object Code:			34,691.19

H. TRANSFERABILITY

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

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A230044 Project Code APE60017	
		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Personnel Services	0.00	
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	
4000 - Internal Services	Internal Services		
	Private School Set-Aside		
	Total Internal Services	0.00	
5000 - Other Charges	Indirect Costs		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	
8000 - Capital Outlay	Non-Administrative		
	Private School Set-Aside		
	Total Capital Outlay	0.00	
TOTAL BUDGET		0.00	
TOTAL SET-ASIDE BUDGET		0.00	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Item Description	Measurable Objective	Category	Total Cost
		Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Item Description	Measurable Objective	Category	Total Cost
Total for Object Code:			0.00

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title 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 2023-2024 school year?

63,222

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

a. Proposed Budget	\$897,247.25
b. Amount of funds allocated for administration	\$17,937.77
c. Amount to use for set-aside calculations	\$879,309.48

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

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$0.00

CALCULATION OF SET-ASIDES

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In Column B, indicate the participation status of the listed private school(s) for the 2023-2024 award year, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the 2023-2024 award year.
- Column D will automatically calculate the value of services for the 2023-2024 award year.
- In Column E, indicate the method of notification for each private school.

7. For the 2023-2024 award year, enter the value of services amount in cell B39 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as 'Private School Set-Aside' under the appropriate object codes.

8. Enter the value of additional services amount in cell F39 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

Value of Services for Participating Private Schools – from Title IV A 2023-2024 Budget	Value of Additional Services for Participating Private Schools - from 2023-2024 Transferability	Total Value of Services for Public Schools from 2023-2024 Allocation	Total Value of Additional Services for Public Schools from 2023-2024 Transferability
38,704.88	0.00	840,604.60	0.00

A	B	C	D	E	F	G
Private Schools	Participation Status for 2023-2024 Award Year? (Yes/No)	K-12 Enrollment	Value of Services for Participating Private Schools –	Value of Additional Services for Participating Private	Total Value of Services (D+E)	Method of Notification (for Non-Participating Schools Only)
All Saints' Day School	No		0.00	0.00	0.00	certified mail, phone, email
Back Bay Christian Academy	No		0.00	0.00	0.00	certified mail, phone, email
Barefoot Kids Christian Day School	No		0.00	0.00	0.00	certified mail, phone, email
Bayside Presbyterian Preschool and Kindergarten	No		0.00	0.00	0.00	certified mail, phone, email
Beach Manor School	No		0.00	0.00	0.00	certified mail, phone, email
Beach Montessori Christian Academy	No		0.00	0.00	0.00	certified mail, phone, email
Bellamy Manor School	No		0.00	0.00	0.00	certified mail, phone, email
Bullfrogs and Butterflies	No		0.00	0.00	0.00	certified mail, phone, email
Catholic High school	Yes	468	6,222.56	0.00	6,222.56	
Cape Henry Collegiate School	No		0.00	0.00	0.00	certified mail, phone, email
Chesapeake Bay Academy	Yes	107	1,422.68	0.00	1,422.68	
Courthouse Academy	No		0.00	0.00	0.00	certified mail, phone, email
Courthouse Montessori	No		0.00	0.00	0.00	certified mail, phone, email
Enoch Christian School	Yes	37	491.95	0.00	491.95	
Forever Young Montessori School	No		0.00	0.00	0.00	certified mail, phone, email
Friends School of Virginia Beach	Yes	108	1,435.98	0.00	1,435.98	
Galilee Montessori School	No		0.00	0.00	0.00	certified mail, phone, email
The Goddard School	No		0.00	0.00	0.00	certified mail, phone, email
Grace River Academy	No		0.00	0.00	0.00	certified mail, phone, email
Holy Family Day School	No		0.00	0.00	0.00	certified mail, phone, email
Hope Academy	No		0.00	0.00	0.00	certified mail, phone, email
Ivy League Christian School	No		0.00	0.00	0.00	certified mail, phone, email
Kempsville Child Development Center	No		0.00	0.00	0.00	certified mail, phone, email
Kids of Grace	Yes	19	252.63	0.00	252.63	
Leafspring School	No		0.00	0.00	0.00	certified mail, phone, email
London Bridge Baptist	No		0.00	0.00	0.00	certified mail, phone, email
Montessori Childrens House II	No		0.00	0.00	0.00	certified mail, phone, email
Norfolk Christian School	Yes	90	1,196.65	0.00	1,196.65	
Oaktree Academy	Yes	349	4,640.33	0.00	4,640.33	certified mail, phone, email
Old Donation Day School	No		0.00	0.00	0.00	
Raise Academy	No		0.00	0.00	0.00	certified mail, phone, email
Rollingwood Academy	No		0.00	0.00	0.00	
St. Gregory the Great	Yes	548	7,286.25	0.00	7,286.25	
St. John the Apostle	Yes	426	5,664.13	0.00	5,664.13	
St. Matthew's Catholic School	Yes	431	5,730.61	0.00	5,730.61	
Star of the Sea Catholic School	Yes	212	2,818.77	0.00	2,818.77	
Strelitz International Academy	Yes	107	1,422.68	0.00	1,422.68	certified mail, phone, email
Sunnybrook Day School	No		0.00	0.00	0.00	certified mail, phone, email
Tabernacle Baptist Academy	No		0.00	0.00	0.00	certified mail, phone, email
Kempsville Academy Inc.	No		0.00	0.00	0.00	certified mail, phone, email
Tidewater Classical Academy	Yes	9	119.66	0.00	119.66	certified mail, phone, email
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
Total Private School Set-Asides			38,704.88	0.00		

Use this Figure for Private School Set-Asides in the 2023-2024 Budget	Use this Figure for Private School Set-Asides in the 2023-2024 Transferability Budget
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CALCULATION OF SET-ASIDES (CONTINUED)

9. Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

Based on the needs assessments and meaningful consultations, the private schools will spend funds in the following manner:

Instructional materials to support art, health and physical education, music, and cores subjects (math, science, stem, history, literacy), and foreign language to include but not limited to IXL, MyON, PALs, DRA, FEV, and Brainpop (WRS)

Instructional materials to specifically support STEM to include outdoor plants and vegetation, robotics kits, and drones.

Instructional materials to support trauma informed practices (SHS)

Instructional materials to support the collaboration of cognitive and physical activity (SHS) and (WRS)

Instructional materials to support the integration of technology such as sonic view boards (Tech)

Materials and devices to support school safety to include but not limited to cameras and screening devices (SHS)

Professional development books and resources to support book studies and professional learning libraries (SHS, WRE)

Virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building and belonging (SHS)

Virtual and face-to-face professional development in effectively integrating technology into curricula and instruction (Tech)

Virtual and face-to-face professional development in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children’s education (SHS)

Virtual and face-to-face professional development to ensure leadership development and management training to improve the quality of principals and organization leaders (WRE)

Virtual and face-to-face professional development in the use of data and assessments to improve instructional and student outcomes (WRE)

Tuition and coursework to improve the knowledge of teachers, principals and other educational personnel in one or more of the core academic subjects as well as effective instructional teaching strategies, methods and skills (WRE)

Tuition and coursework for teachers and other staff members to receive certification and licensure to include but not limited to ensuring proper licensure and endorsement (WRE)

K. 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 an equal opportunity employer and public service provider actively committed to equal access and treatment for all students, families, employees and the community. Virginia Beach City Public Schools (VBCPS) is actively 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 the involvement of diverse stakeholders, representative of the programs served in the planning and implementation of programs funded by this grant. The identified needs support identified students, teachers, schools, and parents where allowable under federal grant guidelines in the three Title IV, Part A, grant categories and whenever appropriate, funds will be prioritized to serve schools and programs that support underserved populations. 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 with information on various division opportunities and steps needed to participate in various programs in the school division.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

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/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 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 Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. 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 VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will 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

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee 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. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities (ESEA Section 4105(c));
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).



Federal Grant Applications 2023-2024

Department of Teaching and Learning
Tuesday, May 9, 2023

Grant Funding

Grant	2020-2021 Funding	2021-2022 Funding	2022-2023 Funding	2023-2024 Projected Funding
Title I, Part A	\$11,331,715	\$12,127,066	\$12,999,331	\$12,999,331
Title I, Part D, Subpart 2	\$264,661	\$142,161	\$183,438	\$183,438
Title II, Part A	\$1,520,997	\$1,692,578	\$2,051,958	\$2,051,958
Title III, Part A	\$183,462	\$210,667	\$231,286	\$231,286
Title IV, Part A	\$962,727	\$833,060	\$897,247	\$897,247
TOTAL	\$14,263,562	\$15,005,532	\$16,363,260	\$16,363,260

Title I, Part A

Improving Basic Programs

Funding: \$12,999,331

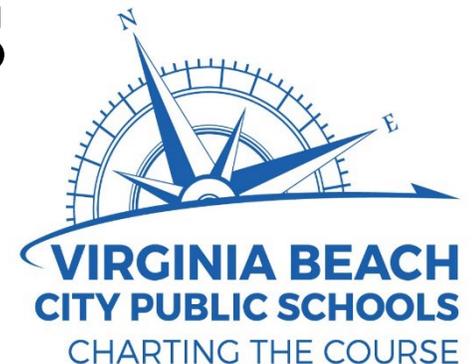
- Title I and Pre-K Support Staff
- Literacy Leaders and Mathematics Coaches
- Instructional Administrative Assistants, School Counselors, Behavior Intervention Specialists, and Assistants
- Gifted Resource Teachers, an English as a Second Language (ESL) Teacher, and a Social Worker
- Professional Learning
- Family Engagement
- Instructional supplies and resources
- Tutoring, field trips, and summer programs



Title I, Part D Prevention and Intervention for Neglected, Delinquent or At-Risk

Funding: \$183,438

- Supports educational services for students in delinquent facilities
- Supports transition of students from those facilities and Juvenile Detention Center back to VBCPS
- Supports dropout prevention programs



Title II, Part A

Supporting Effective Instruction

Funding: \$2,051,958

- Literacy Leaders
- Mathematics Coaches
- Cohorts for Reading Specialist and Math Specialist Endorsements



Title III, Part A Language Instruction for English Learners and Immigrant Students

Funding: \$231,286

- English Learner Instructional Specialist
- Professional Learning
- Family Engagement
- Ellevation
- Private school set-aside



Title IV, Part A Student Support and Academic Enrichment Grant

Funding: \$897,247

Future-Ready Students

- AP and IB Assessments for Free and Reduced Lunch Recipients
- Learning Supports (tutoring, modules, and live sessions) for AP and IB students and teachers
- Instructional Resources and Professional Learning Opportunities to support literacy and numeracy

Integrated Systems of Support

- Learning Opportunities to support students' mental health and physical development
- Graduation Lab Teachers to support on-time graduation
- Instructional Coaches
- 24/7 Virtual Tutoring
- Evidence Based Reading Instruction Training for Middle School Teachers



Federal Grant Applications 2023-2024



Subject: Student Representative to the School Board- Bylaw 1-7 Adoption **Item Number:** 12C

Section: Information **Date:** May 9, 2023

Senior Staff: Aaron Spence, Superintendent

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Jennifer Franklin, School Board Member, Jessica Owens, School Board Member

Recommendation:

That the School Board adopt Bylaw 1-7 to create a Student Representative to the School Board position and set forth the duties and responsibilities for this position

Background Summary:

School Board Members Jennifer Franklin and Jessica Owens have studied the benefits of having a Student Representative to the School Board and are recommending that the School Board adopt Bylaw 1-7 to allow for a Student Representative to the School Board. After consulting other School Boards that have student representatives and consulting with Dr. Spence, Ms. Franklin and Ms. Owens are recommending a unique approach that seeks to promote more diversity in the student representative to the School Board. Each comprehensive school will have a senior and a junior student representative appointed by the school principal. Renaissance Academy, Green Run Collegiate Academy, the Achievable Dreams Academy will each have one student representative. The Superintendent will develop the procedure for applications and appointment of student representatives using eligibility criteria set forth in the Bylaw. Student representatives will meet through a student representative council to review School Board Agenda materials and issues affecting students and develop positions on these issues that will be presented by one student representative to the School Board. Only one student representative will attend each School Board Meeting to consult with the School Board regarding the student representatives council's consensus position on agenda materials. Student representatives will be assigned meetings to attend and to serve as the Student Representative to the School Board. Student representatives have no voting rights, may not access confidential information, and have only those duties and responsibilities assigned by the School Board.

The Policy Review Committee reviewed the proposed Bylaw on 4/5/23 and determined that the entire School Board should consider the proposed Bylaw in a Workshop or on the Information Agenda.

Source:

Code of Virginia § 22.1-86.1, as amended.

Budget Impact:

Student Representative to the School Board

A. Purpose

The School Board believes that the opinions and concerns of its students are important and should be incorporated into the School Board's consideration of matters affecting the School Division. The Virginia General Assembly allows local school boards to appointment student representatives to advise a school board. Accordingly, the School Board will have student representatives who will serve on a rotating basis as the student representative at School Board Meetings.

B. Eligibility, term of appointment, removal from appointment

Number of student representatives. Each comprehensive high school will have two student representatives from each traditional high school and Green Run Collegiate, Renaissance Academy and An Achievable Dream Academy- high school programs will each have one student representative. The student representatives will be selected to serve in a non-voting, advisory capacity. They will represent the interests of students in the Virginia Beach City Public Schools and the schools will have a rising junior and a rising senior appointed as the student representatives. A student who has served as the junior student representative may apply for the senior representative and, unless good and just cause exists not to appoint that student, should be appointed to the senior student representative position.

1. Term of appointment. The term of appointment will be July 1st- June 30th of each year. Student representatives will begin their terms of appointment on July 1st and may begin orientation and training for their roles as student representative before that time. The term of appointment may be adjusted the initial year after adoption of this Bylaw.
2. Eligibility to serve as student representative. To be eligible to apply and serve as a student representative, a student must:
 - a. Be and remain enrolled in Virginia Beach City Public Schools.
 - b. Have and maintain a minimum grade point average of 2.5.
 - c. Have no immediate family relationship with a current School Board Member or the Superintendent.
 - d. Not have felony charges or child protective services findings.
 - e. A student representative who has pending long term disciplinary or expulsion matters will be suspended from service as a student representative until conclusion of the student disciplinary matter. A student representative who receives long term suspension or expulsion will not be eligible to serve as a student representative until conclusion of the discipline imposed.

C. Selection process

The Superintendent or designee is authorized to develop a process for selection of student representatives and replacement of student representatives when necessary. For the purpose of obtaining diversity of student opinions and concerns, the School Board strongly encourages the selection of students who may not otherwise be serving in student leadership positions at the school.

D. Duties and responsibilities

1. Student representatives serve in an advisory capacity to the School Board. Student representatives will not have the right to vote, propose actions on agenda items, or alter the agenda.
2. Student representatives will only have those duties and responsibilities specifically assigned by the School Board.
3. Student representatives to the School Board do not have voting rights on any matter before the School Board or the School Division.
4. At each regularly scheduled School Board Meeting and School Board retreats, one student representative will attend and provide input to the School Board on agenda items.
5. At its discretion, the School Board may invite more than one student representative to attend meetings or School Board events.
6. Student representatives will be available to attend a minimum of one pre-selected school board meeting, retreat or special event during the 2023-2024 school year. If they cannot attend, then they will find an alternate student representative for their assigned meeting.
7. Read and review all agenda materials for that meeting and be prepared to participate in discussions regarding agenda materials.
8. Seek advice or guidance from School Board Members or the Superintendent's designee regarding agenda materials or presentation of student opinions and concerns to the School Board.
9. Follow parliamentary procedure and School Board bylaws and policies.
10. Attend student representative council meetings and convey concerns and opinions regarding the student's school to the other members of the student representative council.
11. Should an occasion arise when a student representative cannot find a substitute and, with the permission of the school principal, a student representative may be released without penalty from class or extracurricular obligations to perform duties as a student representative.

E. School Board Member mentoring

The School Board Vice Chair or designee will serve as the mentor and contact person for student representatives. The Superintendent or designee will provide training and supervision of student representatives and develop an annual schedule for student representatives to serve as the student representative at each School Board Meetings.

Legal Reference:

Code of Virginia § 22.1-86.1, as amended. Appointment of student representatives to local school boards.

DRAFT



Student Representative to the School Board Proposed Bylaw Adoption

By: Jennifer Franklin and Jessica Owens
School Board Members

Tuesday, May 9, 2023

Number of Student Representatives

- 2 Students from each comprehensive high school
 - 1 Senior
 - 1 Junior
- 1 Student from Green Run Collegiate Charter School
- 1 Student from Renaissance Academy
- 1 Student from Achievable Dreams Academy – High School Program

FOR DRAFT INFORMATIONAL PURPOSES ONLY



Eligibility to serve

- Enrolled in VBCPS
- GPA of 2.5
- No immediate family relationship with SB or Superintendent
- No felony charges or CPS findings
- No pending long term disciplinary or expulsion matters while serving



Selection process

- Superintendent or designee develops selection and replacement process
- Striving for diversity of student opinions and concerns
- Encourage choice of students who are not currently in leadership positions

Term of appointment

- July 1- June 30
- First year may be different starting time
- Encourage appointment of junior representatives to be the senior representatives the following year



Duties and responsibilities

- Serve in advisory capacity only
- Only have duties and responsibilities assigned by School Board
- No voting rights
- Only one student representative serves at each meeting or retreat (SB may invite others)
 - Representatives will attend one assigned meeting per year or find alternate
- Attend student representative council meetings convey concerns of the council

School Board Mentor

- Vice Chair serves and mentor and contact person
- Superintendent will appoint administrator to provide training and supervision of student representatives and to develop a schedule for meetings



FOR DRAFT INFORMATION ONLY
FOR INFORMATION PURPOSES ONLY



Subject: Resolution from a School Board Member **Item Number:** 12D

Section: Information **Date:** May 9, 2023

Senior Staff: _____

Prepared by: Jessica Owens, School Board Member

Presenter(s): Jessica Owens, School Board Member

Recommendation:

That the School Board adopt the Resolution Nondiscrimination Against LGBTQ+ Youth in Education regarding the School Board's commitment to eliminating all forms of unlawful discrimination in the educational environment.

Background Summary:

The School Board has received many public comments and communications concerning its intent to protect the rights of students and families in light of proposed model policy changes by the Virginia Department of Education. During the 2022-23 school year, the School Board has not had a policy presented for consideration regarding changing its policies or regulations related to transgender students. Therefore members of the public are uncertain as to the School Board's position regarding protecting the rights of students and families. The proposed Resolution is submitted for consideration by the School Board and to create the opportunity for the School Board to have a public dialogue regarding its commitment to protecting the rights of students and families.

Source:

Budget Impact:

RESOLUTION
Nondiscrimination Against LGBTQ+ Youth in Education

WHEREAS, VBCPS believes that every student is entitled to an education that is responsive to one's unique needs to reach their full potential and that all individuals have the right to a safe physical, emotional, and social environment where responsibility and respect are demonstrated daily and where students are engaged in learning and are active participants in the school community because they feel accepted and valued; and

WHEREAS, VBCPS, in accordance with its strategic plan, will continue to foster and build positive relationships between staff, parents, and students; and

WHEREAS, VBCPS encourages staff, parents, and students to respect differences, value the diversity of our school community and express themselves in a manner that is reflective of our core values and beliefs and promotes equitable education for all students of varying needs; and

WHEREAS, VBCPS is committed to eliminating all forms of unlawful discrimination in the educational environment. Accordingly, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any VBCPS education program or activity based on sex, sexual orientation, gender, gender identity, gender expression, or on any other characteristic protected by state or federal law; and

WHEREAS, existing state and federal statutory and case law affirms the rights of both parents/guardians and students on issues of privacy and the right to freedom from discrimination under Title IX, Title VII and the Equal Protection Clause of the Fourteenth Amendment; and

WHEREAS, according to the Trevor Project, suicide is the second leading cause of death among young people (Center for Disease Control and Prevention, 2020), with LGBTQ+ youth being four times more likely to seriously consider suicide, to make a plan for suicide, and to attempt suicide than their peers; and

WHEREAS, LGBTQ+ youth who found their school to be LGBTQ+ affirming reported lower rates of attempting suicide; and

WHEREAS, LGBTQ+ youth who live in a community that is accepting of LGBTQ+ people reported significantly lower rates of attempting suicide than those who do not; and

WHEREAS, existing policies in VBCPS create welcoming learning environments and align with division core values and beliefs and state and federal statutory and case law; and

WHEREAS, VBCPS is committed to engendering respect for the abilities and accomplishments of all people and to provide governance free from any practices or policies which, if enacted, would violate state and federal law and go against the school division's core values.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach affirms, supports, and values each of our students and will continue to further our efforts to create a welcoming, safe, and inclusive learning environment providing protections for all students regardless of sex, sexual orientation, gender, gender identity, gender expression or on any other characteristic protected by state or federal law; and be it

FUTHER RESOLVED: That the School Board of the City of Virginia Beach will adopt no policies in violation of state or federal law that would impede our ability to provide these guaranteed protections to our students; and be it

FUTHER 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 9th Day of May 2023

Trenace B. Riggs, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: School Nurse Appreciation Day **Item Number:** 14A

Section: Consent **Date:** May 9, 2023

Senior Staff: Mathew D. Delaney, Ed.D., Chief Schools Officer

Prepared by: Heidi M. Sowala, Coordinator of Health Services, VBCPS

Presenter(s): Heidi M. Sowala, Coordinator of Health Services, VBCPS

Recommendation:

That the School Board approve the attached resolution designating May 10, 2023 as School Nurse Appreciation Day in Virginia Beach in collaboration with the National Association of School Nurses' day of recognition.

Background Summary:

Historically, the National Association of School Nurses celebrates annually a day of appreciation for school nurses. Wednesday, May 10, 2023, marks the day of celebration. Additionally, the School Board each year has issued a proclamation of recognition of school nurses.

Source:

National Association of School Nurses, Scarborough, ME
Virginia Association of School Nurses, Richmond, VA
Virginia Beach School Nurse Association, Virginia Beach, VA
Virginia Department of Education, Richmond, VA

Budget Impact:

None

RESOLUTION
School Nurse Appreciation Day
May 10, 2023

WHEREAS, school nurses are individuals in the forefront who work with families, teachers, and administrators to ensure students of Virginia Beach City Public Schools have the safest and healthiest possible environment in which to learn; and

WHEREAS, good health is essential to the learning process and student achievement; and

WHEREAS, the goal of every professional school nurse is to help each student reach or maintain an optimum level of wellness; and

WHEREAS, school nurses provide direct nursing care, provide health screenings and follow-ups, provide health-related programs within the school system, provide health counseling and act as resources to teachers on health education issues; and

WHEREAS, school nurses serve the children of Virginia Beach schools with dedication, working diligently to make health a priority for children during their regular school day.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates May 10, 2023, as School Nurse Appreciation Day in Virginia Beach; 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 9th Day of May, 2023

Trenace B. Riggs, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Policy Review Committee Recommendations **Item Number:** 14B 1-5

Section: Consent **Date:** May 9, 2023

Senior Staff: John Sutton, Coordinator

Prepared by: Victoria Manning, PRC Chair; Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board adopt, amend, or repeal School Board Bylaws and policies as recommended by the Policy Review Committee after the PRC's April Meeting.

Background Summary:

- 1) **Policy 2-3 Consultants-** the PRC recommends amending the Policy to have the Superintendent provide a monthly report of consultants hired for services totaling over \$10,000.
- 2) **Policy 3-68 Employee Lactation Support-** the PRC recommends repealing Policy 3-68 and adopting Policy 4-29 as the new Employee Lactation Support policy.
- 3) **Policy 4-29 Employee Lactation Support-** the PRC recommends adopting Policy 4-29 (formerly Policy 3-68) with certain amendments.
- 4) **Policy 4-34 Response to Allegations Against Staff of Assault/Other Acts-** the PRC recommends significant amendments to clarify the procedures that employees should follow when accused of assaulting or actions against others.
- 5) **Policy 5-19 Pregnant and Parenting Students, and lactation support-** the PRC recommends amending Policy 5-19 to provide lactation support for students who are breast feeding their children.

Source:

Policy Review Committee April 5, 2023 Meeting

Budget Impact: None

ADMINISTRATION

Consultants

The School Board and Superintendent may engage the services of consultants when, in their judgment, such services are not available within the present staff; substantial savings to the School Division are evident; and/or such employment will be to the advantage of the School Division in some other way. The Superintendent or designee will provide information in the Superintendent's monthly report to the School Board regarding consultants hired by the School Division to conduct work at the Division level for services totaling more than \$10,000.

Consultants shall exercise no administrative authority over the work of employees in the School Division but shall act only as advisers in those fields in which they are qualified to offer expert assistance.

All administrative supervision of employees shall be in the hands of those to whom such responsibility has been specifically designated.

Adopted by School Board: October 20, 1992
Amended by School Board: December 3, 2013
Amended by School Board: December 1, 2020
Amended by School Board: May 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lencioni

~~BUSINESS AND NONINSTRUCTIONAL OPERATIONS~~

Employee Lactation Support

~~In each school or administrative building there shall be designated a non-restroom location that is shielded from the public view to be identified as an area in which any mother who is employed by the School Board or is enrolled as a student may take breaks of reasonable length during the school day or during work hours to express milk to feed her child until the child reaches the age of one year old.~~

Legal Reference

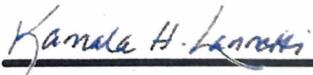
~~Code of Virginia § 22.1-79.6, as amended. Employee lactation support policy.~~

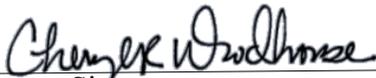
~~Adopted by the School Board: August 19, 2014~~

~~Reviewed by the School Board: May 12, 2020~~

~~Repealed by School Board: May 2023~~

APPROVED AS TO
LEGAL SUFFICIENCY





Signature

4/17/2023

Date

BUSINESS AND NONINSTRUCTIONAL OPERATIONS PERSONNEL

Employee Lactation Support

~~Each work location in each school or administrative building there shall have a be designated place for an employee to express breast milk. In addition, a non-restroom a nursing mother is to be provided reasonable breaks to express breast milk. location that is shielded from the public view to be identified as an area in which any mother who is employed by the School Board or is enrolled as a student may take breaks of reasonable length during the school day or during work hours to express milk to feed her child until the child reaches the age of one year old.~~

- ~~A. Reasonable break times shall be afforded to an employee to express breast milk for her nursing child for twoone (12) years after the child's birth each time such employee has need to express the milk.~~
- ~~B. Each school and School Division building shall designate a space, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.~~

Legal Reference

~~Code of Virginia § 22.1-79.6, as amended. Employee lactation support policy.~~

~~Code of Virginia § 2.2-3905, as amended. Nondiscrimination in employment; definitions; exceptions.~~

~~Code of Virginia § 2.2-3909, as amended. Causes of action for failure to provide reasonable accommodation for known limitations related to pregnancy, childbirth, or related medical conditions.~~

~~Adopted by the School Board: August 19, 2014~~
~~Adopted by the School Board: August 19, 2014~~

~~Reviewed by the School Board: May 12, 2020~~

Reviewed by the School Board: May 12, 2020

Adopted by School Board: May 2023

1-

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenzetti

Cheryl Woodhouse
Signature

4/17/2023
Date

PERSONNEL

Personnel Protection from Response to Allegations Against Staff of Assault/Other Acts

~~Employees who have suffered an assault in connection with their employment shall immediately make a written report of the circumstances thereof to their principal or immediate superior and shall make supplemental written reports attaching copies of any summons, complaint, process, information, indictment, notice or demand served upon them in connection with such assaults within five (5) days after they have been served therewith, and reporting the final disposition of any such proceedings.~~

~~Such reports shall be forwarded to the Virginia Department of Education through the Superintendent's office as mandated by the legal reference to this Policy. Copies of these reports shall be submitted to the Superintendent or designee.~~

~~I~~n the event civil or criminal proceedings are brought against anthe employee alleging that they committed assault or a similar act in connection to their employment, and provided that an incident has been investigated and no wrongdoing has been found, the School Board will comply with any reasonable request by the employee for information in the School Board's possession, not privileged by law or School Board policies and/or regulations, and relevant to the incident reported.

Employees may request that the School Board reimburse the employee the legal costs related to defending a criminal charge brought against the employee in the employee's capacity as a School Division employee as well as the legal costs to have such criminal charges expunged from the employee's criminal history record, in accordance with School Board policy.

~~If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee, after making the reports described above, may request the School Board's assistance in the preparation of the employee's defense. Upon receipt of~~

~~such request, the School Board will instruct its attorney to consult with the employee's legal counsel in the preparation of the employee's defense, insofar as the interests of the employee and the School Division are not conflicting. Nothing in this Policy shall prejudice any action that the School Board might otherwise take regarding the employee's employment status.~~

Related Links

[School Board Policy 2-59](#)

[School Board Regulation 4-33.1](#)

Adopted by School Board: January 19, 1982

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

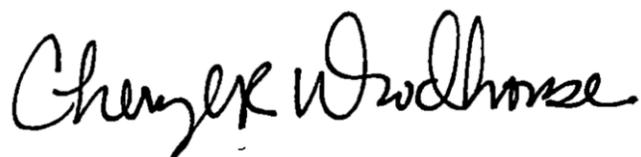
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 4, 2016

[Amended by School Board: May, 2023](#)

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LEGAL SUFFICIENCY





STUDENTS

Pregnant and Parenting Students, and lactation support

A. Pregnant and parenting students- participation in educational and extra-curricular activities

Pregnant and parenting students may participate in all educational and extracurricular activities to the same extent as other students. Pregnant students or students who have medical conditions related to their pregnancy and related childbirth may seek accommodations as needed to allow them to continue with their education. The Superintendent is directed to develop applicable regulations, procedures, or programs to allow parenting students to continue with their education while also addressing their parenting responsibilities.

B. Lactation support

Parenting students who need lactation support while attending school or school sponsored events shall be provided with a non-restroom location in their schools to take breaks of reasonable length during the school day to express milk to feed the parent's child. The area must be shielded from public view, be safe, clean, and free of toxic and hazardous materials; and have access to electricity. The Superintendent or designee will develop procedures for such parents which will include, but not be limited to, where to store supplies and expressed milk.

Editor's Note

For married students see School Board Policy 5-20 following.

Legal Reference

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

Code of Virginia §2.2-3900, et seq., as amended. The Virginia Human Rights Act.

Code of Virginia §22.1-79.6, as amended. Employee lactation support policy.

Related Links

School Board **Policy 5-20**

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

Amended by School Board: August 18, 2015

Amended by School Board: February 12, 2019

Amended by School Board: May 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri



Subject: General Fees Schedule FY 2023/2024 Item Number: 14C

Section: Consent Date: May 9, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

That the School Board approve the proposed FY 2023/24 General Fees Schedule including the rates for student fees for optional/ancillary services or activities.

Background Summary:

FY 2023/24 Student Fees

School divisions may charge student fees approved by their local school boards pursuant to the provisions of 8 VAC 20-720-80 *Student Fees and Charges*. The attached fee schedule lists the current and recommended rates for student fees that are subject to school board approval. Fee adjustments or new fees for the 2023-24 school year are shown in blue.

Source:

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

Budget Impact:

Revenues from General Fees typically cover all costs.

Virginia Beach City Public Schools

General Fees Schedule

Fee/Assessment	Approved 2022-23 Rate(s)	Proposed 2023-24 Rate(s)
Student Meal Prices		
Paid Lunch - Elementary/Secondary	\$2.85	\$2.85
Reduced Lunch - Elementary/Secondary	\$0.40	\$0.40
Paid Breakfast - Elementary/Secondary	\$1.40	\$1.40
Reduced Breakfast - Elem./Secondary	\$0.30	\$0.30
A la Carte Items - Student	As needed—will not exceed 4% on any items	As needed—will not exceed 4% on any items
Summer School Tuition/Programs		
Level I - Summer School (full cost lunch)	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00
Level II - Summer School (reduced cost lunch)	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00
Level III - Summer School (free lunch)	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00
Online Courses (Summer School)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)
Online HPE 10 – (Virginia Driver Education Traffic Safety)	\$335.00 (full cost meals) \$185.00 (reduced cost meals) \$110.00 (free meals)	\$335.00 (full cost meals) \$185.00 (reduced cost meals) \$110.00 (free meals)
HS/MS Band Summer Enrichment Program	\$110.00	\$110.00
HS/MS Strings Summer Enrichment Program	\$110.00	\$110.00
HS/MS Summer Vocal Music Camp Program	\$110.00	\$110.00
HS/MS Summer Theatre Camp Program <small>(new to summer program)</small>	\$110.00	\$110.00
Algebra Prep Program (Summer School)	\$140.00	\$140.00
Getting to Know Pre-Algebra (Summer School)	No Fee	No Fee

Fee/Assessment	Approved 2022-23 Rate(s)	Proposed 2023-24 Rate(s)
Evening Credit Program Tuition (Renaissance Academy)		
Evening Credit Program Tuition	\$300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course	300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course
Evening Credit Program Tuition - Reduced Lunch	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course
Evening Credit Program Tuition – Free Lunch	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course
Driver Education Program Fees		
Behind the Wheel (School Year)	\$210.00	\$210.00
Behind the Wheel (Summer School)	\$210.00	\$210.00
Student Transcript Fees		
Current Students - Transcript Requests	\$2.00 (only if mailed)	\$2.00 (only if mailed)
Former Students - Transcript Requests	\$5.00	\$5.00
Student Parking Fees		
General Parking Fees	\$45.00	\$45.00
ATC and Vo-Tech Parking Fee (\$10.00 discount at home school)	\$10.00	\$10.00
Parking Fines	\$25.00	\$25.00
Course Fees (Materials and Other Fees)		
Adult Learning Center - Adult Basic Education Courses		
Registration Fee - VB Residents	\$30.00	\$30.00
Tuition - Nonresidents	Day Class - \$40 per month Evening Class - \$30 per month	Day Class - \$40 per month Evening Class - \$30 per month
Placement Evaluation Fee	\$0.00 per person	\$0.00 per person
Adult Learning Center - Community Education Courses		
Tuition, texts, and materials	\$23.00 - \$2,899.00	\$23.00 - \$3,000.00
Nonresident surcharge	\$12.00 per course	\$12.00 per course
Processing fee (for transfers/withdrawals)	\$15.00	\$15.00
Adult Student Licensed Practical Nursing (LPN) Program	\$6,260.00	\$6,525.00
Adult Learning Center - English Language Acquisition Program (ELA)		
Registration Fee - VB Residents	\$50.00	\$50.00
Tuition - Nonresidents	\$100.00	\$100.00
ELA Textbooks	\$50.00 - \$120.00	\$50.00 - \$120.00

Fee/Assessment	Approved 2022-23 Rate(s)	Proposed 2023-24 Rate(s)
Advanced Technology Center Courses		
Engineering Technology	\$15.00	\$15.00
Digital Design	\$20.00	\$20.00
TCE Career Pathway Summer Enrichment Camps (new for FY 2016/17)	\$125.00	\$125.00
Business and Information Technology Courses		
Computer Courses	\$4.00 - \$10.00	\$4.00 - \$10.00
Family & Consumer Sciences		
Intro to Culinary Arts (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Intro to Hospitality & Catering (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Independent Living (HS)	\$10.00	\$10.00
Pharmacy Technician	(Externship registration - \$20.00; background check -\$27.00) \$47.00	(Externship registration - \$20.00; background check -\$27.00) \$47.00
Parenting & Early Learning Careers (HS)	\$6.00 - \$10.00	\$6.00 - \$10.00
Introduction to Design I (HS)	\$20.00	\$20.00
Introduction to Design II (HS)	\$20.00	\$20.00
Teen Living 6, 7, 8 (MS)	\$12.00 - \$20.00	\$12.00 - \$20.00
Substance Abuse Intervention Program (SAIP)		
SAIP Drug Assessment Requirement	\$35.00 – \$65.00	\$35.00 - \$65.00
Technology Education Courses		
Photography & Communications Technology	\$10.00 - \$15.00	\$10.00 - \$15.00
Electronic Systems	\$10.00 - \$15.00	\$10.00 - \$15.00
Construction Production	\$10.00 - \$15.00	\$10.00 - \$15.00
Power & Transportation Technology	\$10.00 - \$15.00	\$10.00 - \$15.00
CAD Technical Drawing	\$5.00	\$5.00
Technology Education 6, 7, 8 (MS)	\$5.00 - \$15.00	\$5.00 - \$15.00

Fee/Assessment	Approved 2022-23 Rate(s)	Proposed 2023-24 Rate(s)
Technical and Career Education Center Courses		
Practical Nursing I and II (LPN High School)	\$810.00	\$820.00
Cosmetology (tool kits)	\$280.00	\$294.00
Electronics I (lab pack fee)	\$20.00	\$25.00
Electronics II (lab pack fee)	\$30.00	\$30.00
Post-grad Program Completer Fee	\$250.00 per semester	\$250.00 per semester
Middle and High School Summer Programs		
Summer Camps/Programs		
Beginning Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Intermediate Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Career Pathway Summer Enrichment Camps	\$125.00	\$125.00
Cyber Security Summer Camp (ATC)	\$125.00	\$125.00
Nonresident Student Tuition		
VBCPS Full Time Employees: Elementary Level (ADM eligible, no transportation)	\$0.00	\$0.00
VBCPS Full Time Employees: Secondary Level (ADM eligible, no transportation)	\$0.00	\$0.00
Other: Elementary Level (ADM eligible, no transportation)	\$5,100	\$5,400
Other: Secondary Level (AMD eligible, no transportation)	\$5,000	\$5,200
F-1 Student Tuition (Unsubscribed, Not ADM eligible)	\$13,400	\$14,700



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** May 9, 2023

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the May 9, 2023, 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

Personnel Report
Virginia Beach City Public Schools
May 9, 2023
2022-2023

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bette F. Williams	4/27/2023	Michael Moyer	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bette F. Williams	5/9/2023	Graham S Hall	Physical Education Assistant, 500	Not Applicable	Randolph University, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	5/1/2023	Juan M Correa III	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	5/1/2023	Tomomi Phelps	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	4/27/2023	Darlene Shelton	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	5/28/2023	Shirina M Johnson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	4/20/2023	Sherry Williams	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	4/20/2023	Donna L Hatchett	Special Education Assistant	Not Applicable	Barth Consolidated Schools, IN
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	4/20/2023	Marie A Costare	Baker/Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	4/20/2023	Gary B Wiggins	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	4/20/2023	Gulzar Begum	Special Education Assistant	Not Applicable	Panjab University, IN
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	4/27/2023	Patric W Griffin	Student Support Specialist	Not Applicable	Norfolk State University, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	5/28/2023	Victor M Lewis	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	5/1/2023	Joseph B Burgess	Asst Dist Center Supervisor	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	4/24/2023	Christopher Harriman	Coordinator Food Services	Not Applicable	Aramark Food, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	4/21/2023	Travis C Brown	Refrigeration Craftman III	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	5/1/2023	Bruck J Allen	Plumbing Craftman I	Not Applicable	USN
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	4/24/2023	Karen K Gibson	School Social Worker	Not Applicable	St Louis University, MO
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/20/2023	Tashia S Corprew	Bus Driver, 6.0 Hours	Not Applicable	Northeast Metro District 916 Intermediate, MN
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/20/2023	Keri B DeHart	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/27/2023	Christopher A Barraclough	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/27/2023	Michael C Eldreth	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/27/2023	Mathew Obenaus	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/27/2023	Tom Tobin	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	5/1/2023	Casey Morrison	Transportation Area Supervisor	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	4/28/2023	Imedina M Gamoo	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	5/9/2023	Robin Lynn	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	4/7/2023	Robert J Talmadge	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempville Meadows	4/24/2023	Procerfina G Bueno	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Lynchhaven	4/7/2023	Ian H Lotan	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	4/28/2023	Carole D Carter Jr	Security Assistant (transfer contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	4/7/2023	Bonnie B Cobb	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	4/27/2023	Linda V Davis	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	5/2/2023	Demetria R Edwards	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Burgess Sixth Grade Campus	6/30/2023	Erica S Carlson	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	6/30/2023	Georale L Mayberry	Security Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	4/19/2023	John S Graf II	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Virginia Beach	4/28/2023	Atanah Dawantani	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	6/20/2023	Joanne Lang	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	5/5/2023	Jennifer Miles	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	4/28/2023	Camille A Walker	School Social Worker (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2023	Molly M Swain	School Social Worker (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/11/2023	Hope O Vanner	Bus Driver - Special Ed, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	5/12/2023	Jackson Wall	Fleet Technician II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Arrowhead	6/30/2023	Andrew I Vishnell	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Indian Lakes	6/30/2023	Julie Readon	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	John B. Dey	6/30/2023	Carolyn F Roberts	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Landstown	6/30/2023	Lori D Stanley	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynchhaven Park	6/30/2023	Xavier T Nunnally	Custodian II Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Luxford	6/30/2023	Mary T Matthews	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Point O'View	6/30/2023	Rachel S Anderson	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Point O'View	6/30/2023	Jennifer McCracken	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Princess Anne	6/30/2023	Andrea S Frost	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thalia	6/30/2023	Linda Venezia	Custodian III Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thoroughgood	6/30/2023	Geratlaine S Tomchick	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Green Run	6/30/2023	Erina M Baustiza	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Green Run	6/30/2023	Ameilia A Ortega	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2023	Regina V Baxton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	6/30/2023	Daniel J McComb	HVAC Craftman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2023	Elizabeth W McCain	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Shelton Park	6/30/2023	Janet S Koums	Security Assistant (employee rescinded resignation date of 6/30/2023)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	4/3/2023	Temuchin Hodges	Special Education Teacher	Not Applicable	Virginia Tech, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	4/20/2023	Janice K Anonite	Teen Living Teacher	Not Applicable	California Othes, CA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2023	Rebekah Butler	First Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2023	Tashawn A King	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Diamond Springs	6/30/2023	Erika B Ramirez	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2023	Patricia M Corbett	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempville	6/30/2023	Morgan L Burton	Kindergarten Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempville Meadows	6/30/2023	Sherika R Hicks	Pre-Kindergarten Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Srawbridge	6/30/2023	Shari L Corvireau	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	6/30/2023	Claire S Harrington	Pre-Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	6/30/2023	Sarah E Tortolano	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2023	Tara E DeGhan	Fourth Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2023	Sharon Ruffin-Cannon	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Brandon	6/30/2023	Karen K Ash-Edwards	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2023	Lindsay N Malachi	Seventh Grade Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2023	Jerry A Miller	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2023	Christina M Clark	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2023	Kaitlyn M Carpenter	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Salem	6/30/2023	Carlin W Mullan	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Virginia Beach	6/30/2023	Lauren Prosenowski	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	4/21/2023	Keyahna U Holman	English Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2023	Ryan T Robinson	Family & Consumer Science Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2023	Kimberly Walden	Mathematics Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2023	Ameilia E McCroy	Art Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempville	6/30/2023	Wilson T Blythe	Social Studies Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	6/30/2023	Christy D Murchison	Business Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2023	Tatiana E Hernandez	Instructional Technology Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/20/2023	Classie T Mejia	Naval Science Instructor (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2023	Danielle McGovern	School Counselor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Ocean Lakes	6/30/2023	Carl A Peake	Instructional Technology Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Salem	6/30/2023	Debbie L Arnold	Fifth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Salem	6/30/2023	Iris V Streeter	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Shelton Park	6/30/2023	Suzanne E Foy	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	White Oaks	6/30/2023	Mary Ann E Puly	Kindergarten Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Plaza	TBD	Laura E Purvis	Coordinator Middle Years Program	Not Applicable	Lamar University, TX



Subject: Budget Transfers **Item Number:** 15B

Section: Action **Date:** May 9, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

The administration recommends approval of the budget transfers within the FY 2022/23 Operating Budget.

Background Summary:

The FY 2022/23 budget was appropriated by the City Council to the School Board in Lump Sum Appropriations; therefore, prior approval of these budget transfers by the City Council is not required.

Budget transfers that exceed the dollar threshold of the Superintendent of \$250,000 must be approved by the School Board.

Source:

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

Budget Impact:

No net increase or decrease to overall School Operating budget.

DATE: May 9, 2023
 FUND: School Operating Fund



This is to request the following budget transfers:

	Cost Center Name	Object Code Name	Cost Center	Object Code	Amount From	Amount To
1	Teaching and Learning	Health Insurance	8145	602210	\$ 313,091	
	Facilities and Maintenance Services	Repair & Maintenance Supplies	8404	606120		\$ 313,091
2	Facilities and Maintenance Services	Health Insurance	8404	602210	\$ 267,822	
	Facilities and Maintenance Services	Repair & Maintenance Services - Equipment & Facility	8404	603255		\$ 267,822
3	Facilities and Maintenance Services	Health Insurance	8404	602210	\$ 289,688	
	Facilities and Maintenance Services	Repair & Maintenance Services - Equipment & Facility	8404	603255		\$ 289,688
4	Custodial Services	Custodians	8406	601586	\$ 993,778	
	Vehicle Operations	Vehicle fuels	8304	606140		\$ 993,778
	Special Ed Classroom	Teachers ES	8110	601520	\$ 93,500	
	Vehicle Operations-Special Ed	Vehicle fuels	8306	606140		\$ 93,500
5	Instructional Technology Support	Controlled Assets Computer Equipment	8190	608170	\$ 360,525	
	Purchasing Services	Technology Contracting Services	8222	603730		\$ 360,525
6	Custodial Services	Health Insurance	8406	602210	\$ 281,108	
	Custodial Services	Custodial/Cleaning Supplies	8406	606130		\$ 281,108
7	Budget and Finance	Health Insurance	8216	602210	\$ 1,899,587	
	Facilities and Maintenance Services	Electrical Services	8404	605110		\$ 1,899,587
8	Teaching and Learning	Health Insurance	8145	602210	\$ 718,800	
	Facilities and Maintenance Services	Repair & Maintenance Services - Equipment & Facility	8404	603255		\$ 718,800
9	Tech and Career Ed Classroom	Teachers MS	8112	601521	\$ 152,947	
	Tech and Career Ed Classroom	Teachers HS	8112	601522	\$ 817,935	
	Social Workers	Other Purchased Services	8137	603990		\$ 970,882
10	Custodial Services	Health Insurance	8406	602210	\$ 307,850	
	Vehicle Operations	Other Purchased Services	8304	603990		\$ 307,850
11	Vehicle Maintenance	Garage Employees	8310	601590	\$ 694,300	
	Vehicle Operations	Social Security Taxes	8304	602100		\$ 256,463
	Vehicle Operations	VRS Hybrid Defined Blended Benefit	8304	602202		\$ 205,803
	Vehicle Operations	Health Insurance	8304	602210		\$ 232,034
12	Elementary Classroom	Teachers ES	8104	601520	\$ 288,566	
	Facilities and Maintenance Services	Repair & Maintenance Services - Equipment & Facility	8404	603255		\$ 288,566
13	High Classroom	Teachers HS	8108	601522	\$ 295,880	
	High Classroom	Instructional Supplies	8108	606230		\$ 31,200
	High Classroom	Controlled Assets Computer Equipment	8108	608170		\$ 264,680
14	Elementary Classroom	Teachers ES	8104	601520	\$ 2,183,646	
	Special Ed Classroom	Controlled Assets Computer Equipment	8110	608170		\$ 31,344
	Alternative Education Classroom	Controlled Assets Computer Equipment	8116	608170		\$ 29,255
	Adult Ed	Controlled Assets Computer Equipment	8124	608170		\$ 35,524
	Guidance	Controlled Assets Computer Equipment	8135	608170		\$ 29,255
	Social Workers	Controlled Assets Computer Equipment	8137	608170		\$ 31,344
	Teaching and Learning	Controlled Assets Computer Equipment	8145	608170		\$ 185,975
	Student Leadership	Controlled Assets Computer Equipment	8151	608170		\$ 10,448
	School Leadership	Controlled Assets Computer Equipment	8153	608170		\$ 12,538

Cost Center Name	Object Code Name	Cost Center	Object Code	Amount From	Amount To
Student Activities	Controlled Assets Computer Equipment	8155	608170	\$	4,180
Special Ed Support	Controlled Assets Computer Equipment	8157	608170	\$	50,151
Gifted Ed Support	Controlled Assets Computer Equipment	8161	608170	\$	2,090
Library Media Support	Controlled Assets Computer Equipment	8165	608170	\$	2,090
Office of the Principal - Elementary	Controlled Assets Computer Equipment	8175	608170	\$	605,984
Office of the Principal - Middle	Controlled Assets Computer Equipment	8177	608170	\$	292,544
Office of the Principal - High	Controlled Assets Computer Equipment	8179	608170	\$	321,799
Office of the Principal - Tech and Career Ed	Controlled Assets Computer Equipment	8181	608170	\$	8,359
Office of the Superintendent	Controlled Assets Computer Equipment	8204	608170	\$	2,090
Communications & Community Engagement	Controlled Assets Computer Equipment	8206	608170	\$	16,717
Human Resources	Controlled Assets Computer Equipment	8208	608170	\$	4,180
Professional Growth and Innovation	Controlled Assets Computer Equipment	8210	608170	\$	22,986
Consolidated Benefits	Controlled Assets Computer Equipment	8212	608170	\$	16,717
Planning Innovation and Accountability	Controlled Assets Computer Equipment	8214	608170	\$	20,896
Budget and Finance	Controlled Assets Computer Equipment	8216	608170	\$	66,868
Internal Audit	Controlled Assets Computer Equipment	8220	608170	\$	2,090
Psychological Services	Controlled Assets Computer Equipment	8252	608170	\$	22,986
Audiological Services	Controlled Assets Computer Equipment	8254	608170	\$	4,180
Transportation Management	Controlled Assets Computer Equipment	8302	608170	\$	35,524
School Division Services	Controlled Assets Computer Equipment	8402	608170	\$	2,090
Facilities and Maintenance Services	Controlled Assets Computer Equipment	8404	608170	\$	225,677
Custodial Services	Controlled Assets Computer Equipment	8406	608170	\$	6,269
Security and Emergency Management	Controlled Assets Computer Equipment	8412	608170	\$	12,538
Distribution Services	Controlled Assets Computer Equipment	8414	608170	\$	12,538
Technology Maintenance	Controlled Assets Computer Equipment	8435	608170	\$	56,420
Total amount:				\$	9,959,023
				\$	9,959,023

Crystal M. Pate

Crystal Pate, Chief Financial Officer

5/3/23

Date

Aaron C. Spence

Aaron C. Spence, Ed.D., Superintendent

5/3/23

Date

Purpose of budget transfer requests: To purchase parts and supplies for intercom replacements, carpet replacements, door (ADA) hardware replacement, increase the budget for fuel, cover the payment for the Oracle Cloud implementation, purchase additional cleaning supplies, cover an increase in utilities cost, painting at various locations, payment for McKinney-Vento transportation costs, cover Stop-arm contract costs, increase the budget for fringe benefits, purchase handrail replacements, computers/furniture for the Art II Digital Media and Design course, and non-instructional computer replacement devices that are not capable of upgrading to Windows 11 (summer project).



Subject: Closed Session **Item Number:** 17

Section: Return to Administrative, Informal, Workshop or Closed Session Matters **Date:** May 9, 2023

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 7, and 8, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Employee Grievance No: 531-12-7-22- deliberations
- B. Evaluation and contract matters regarding a specific administrator
- C. Status updates on employee complaints or investigations
- D. Consultation with legal counsel regarding participation in a procurement matter, probable litigation and pending litigation matters

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

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

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- 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 or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.