



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### School Board Services

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**Donald E. Robertson, Ph.D., Superintendent**

### **School Board Regular Meeting Proposed Agenda Tuesday, May 14, 2024**

#### **School Administration Building #6, Municipal Center**

2512 George Mason Drive  
P.O. Box 6038  
Virginia Beach, VA 23456  
(757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/webinar/register/WN\\_NJ6p4griQ5yN87YSI9IHBA](https://us02web.zoom.us/webinar/register/WN_NJ6p4griQ5yN87YSI9IHBA) Call-in (301) 715-8592 ID 817 2620 1178

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](mailto: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 13, 2024.

- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:00 p.m.**
  - A. School Board Administrative Matters and Reports
  - B. Weighted Grades
  - C. DARE
  - D. B.F. Williams/Bayside 6th Grade Guidance
- 2. Closed Session (as needed)**
- 3. School Board Recess .....5:30 p.m.**
- 4. Formal Meeting (School Administration Building #6 – School Board Room) ..... 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. 2024 Sister Cities Association of Virginia Beach (SCAVB) Youth Ambassador
  - B. Exemplar Award, Virginia Board of Education – Kingston, North Landing, Rosemont Forest elementary schools; Old Donation School; Green Run Collegiate; Green Run and Tallwood high schools
  - C. Annual Music Honors: All State Orchestra, Honors Choir, American Choral Directors Association's Southern Regional Honors Chorus, Virginia Honor Band, Blue Ribbon Schools (Music Departments), Virginia Marching Band Cooperative State Championship
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
  - A. April 30, 2024 Regular School Board Meeting **Added 05/13/2024**
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the May 14, 2024 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 14, 2024. 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 School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. May 14, 2024. 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.



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- 12. Information**
    - A. Divisionwide Literacy Plan
    - B. Federal Grant Applications
  - 13. Return to public comments if needed**
  - 14. Consent Agenda**
  - 15. Action**
    - A. Personnel Report / Administrative Appointments Updated 05/15/2024
  - 16. Committee, Organization or Board Reports**
  - 17. Return to Administrative, Informal, Workshop or Closed Session matters**
  - 18. Adjournment**



**Subject:** Weighted Grades **Item Number:** 1B

**Section:** Administrative, Informal and Workshop **Date:** May 14, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

Robert B. Jamison, Executive Director of Student Support Services

**Presenter(s):** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board receive information regarding the current process Virginia Beach City Public Schools uses to weight credits.

**Background Summary:**

The purpose of this communication is to provide the School Board with an explanation of the Administrative Codes of Virginia 8VAC20-160-10, 8VA20-160-50, 8VAC20-160-60, and the corresponding regulations of Virginia Beach City Public Schools (VBCPS) regarding the calculation of weighted grade point averages and the allocation of weighted credits for courses. Additionally, we will discuss the current methodology employed by VBCPS for determining weighted credits and provide details on the upcoming actions and factors when considering the weighting of credits.

**Source:**

Code of Va., § 8VAC20-160-10

Code of Va., § 8VAC20-160-50

Code of Va., § 8VAC20-160-60

School Board of the City of Virginia Beach Policy 5-29.1

School Board of the City of Virginia Beach Policy 6-89.1

**Budget Impact:**

There is no budget impact.

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# Weighted Credits in Virginia Beach City Public Schools School Board Workshop May 14, 2024

# Administrative Code of Virginia

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## **8VAC20-160-10. Definitions.**

"Advanced-level courses/programs" means those academic, career/technical, fine and performing arts, or interdisciplinary high school courses/programs that enable students to acquire and master advanced knowledge. Such courses may be suitable for weighted credit in order to encourage students to take these courses and to be rewarded for the extra endeavor and academic performance these courses/programs require.

"Weighted course" means an advanced-level course in which credit is increased as determined by local school board policies and defined on the school profile.

# Administrative Code of Virginia

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## **8VAC20-160-50. Weight of advanced-level courses.**

Advanced Placement (AP) and International Baccalaureate (IB) courses shall be weighted. Local school boards shall determine which other courses/programs are to receive weighted credits, the amount of weight such courses shall receive, and how those weighted credits will be used in the determination of grade point averages in the school or school division.

## **8VAC20-160-60. Elements for weighting.**

If the course is to be weighted, it must have the following elements:

1. Specified curriculum approved by local board or outside agency meeting criteria of program and/or organization;
2. Standards that exceed normal course requirements; and
3. Defined assessment component.

# VBCPS Regulations

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## **Dual Enrollment 6-89.1**

- D. One high school unit of credit will be awarded for each six (6) hours of college credit completed. One-half ( $1/2$ ) unit of credit will be awarded for each three (3) hours of college credit completed.
- E. College course semester grades will be included in computing the high school GPA.

# VBCPS Regulations

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## **Dual Enrollment 6-89.1**

- F. College courses that meet one of the following criteria will be weighted.
1. The student has completed an AP course and enrolls in a higher level sequential college course.
  2. The college course has been identified on the approved course list as comparable to an AP course.



## Recognition of Student Achievement 5-29.1

Below is the standard grading system with assigned, unweighted GPA values. This will serve as our baseline for future learning.

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Letter Grade	GPA Value
A, A-	4.0, 3.7
B+, B, B-	3.3, 3.0, 2.7
C+, C, C-	2.3, 2.0, 1.7
D+, D	1.3, 1.0
E	0

\*Calculated based on a year long courses.

# Calculating a Grade Point Average

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<u>Class Type</u>	<u>Grades Earned</u>	<u>GPA Value</u>	<u>Total Points</u>
Yearlong			
Yearlong			
Yearlong			
Yearlong			
Yearlong			
Yearlong			
Total Points			
GPA	Total Points	Classes Completed	

# Calculating an Unweighted Grade Point Average

<u>Class Type</u>	<u>Grades Earned</u>	<u>GPA Value</u>	<u>Total Points</u>
Yearlong	A	4	4
Yearlong	A	4	4
Yearlong	A	4	4
Yearlong	B	3	3
Yearlong	B	3	3
Yearlong	B	3	3
Total Points			21
GPA	Total Points (21)	Classes Completed (6)	3.5 GPA

# Different Types of “Weighting” Across Divisions

<b><u>“Bonus” Credit</u></b>	<b><u>Weighted Grade</u></b>
VBCPS	Portsmouth
Chesapeake	Suffolk
Norfolk	
Weight is added <u>after</u> the GPA is calculated.	Weight is added to the individual Grade <u>before</u> the GPA is calculated.

## Recognition of Student Achievement 5-29.1

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The Department of Teaching and Learning will determine which courses are to receive bonus credit. Bonus credit will be awarded as follows for year courses:

Letter Grade	GPA Value	VBCPS “Bonus” Value
A, A-	4.0, 3.7	.0488
B+, B, B-	3.3, 3.0, 2.7	.0366
C+, C, C-	2.3, 2.0, 1.7	.0244
D+, D	1.3, 1.0	.0122
E	0	0

\*Calculated based on a year long courses.

# Weighted Courses in Neighboring Divisions

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- Advanced Placement
- International Baccalaureate
- Dual Enrollment
- Honors
- Governor's School for the Arts (GSA)

# Virginia Beach City Public Schools

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Type of Course	Weighted (Y or N)	If weighted, amount of Bonus Credit added to GPA
Advanced Placement	Yes	0.0488
International Baccalaureate	Yes	0.0488
Dual Enrollment	Yes, (3 only) <ul style="list-style-type: none"><li>- Applied Calculus</li><li>- Applied Calculus II</li><li>- Vector Calculus</li></ul>	0.0244
Governor's School	No	Not Applicable
Honors	No	Not Applicable

# Chesapeake Public Schools

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Type of Course	Weighted?	If weighted, amount of Bonus Credit added to GPA
Advanced Placement	Yes	0.05
International Baccalaureate	Yes	0.05
Dual Enrollment	No	Not Applicable
Governor's School	Yes	0.025
Honors	Yes	0.025



# Norfolk Public Schools

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Type of Course	Weighted?	If weighted, amount of Bonus Credit added to GPA
Advanced Placement	Yes	0.06
International Baccalaureate (IB)	Yes	0.06
Dual Enrollment	No	Not Applicable
Governor's School	Yes	0.025
Honors and Pre-IB	Yes	0.025

# Portsmouth Public Schools

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Type of Course	Weighted?	If weighted, point value added to Grade*
Advanced Placement	Yes	1.0
International Baccalaureate (IB)	Does not offer IB courses	Not Applicable
Dual Enrollment	Yes	1.0
Governor's School	No	Not Applicable
Honors	Yes	0.5

# Suffolk Public Schools

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Type of Course	Weighted?	If weighted, point value added to Grade*
Advanced Placement	Yes	1.0
International Baccalaureate (IB)	Yes	1.0
Dual Enrollment	Yes	1.0
Governor's School	Yes	0.5
Honors and Pre-IB	Yes	0.5

# Summary of Weighted Courses

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School Division	Advanced Placement	International Baccalaureate	Dual Enrollment	Governor's School	Honors
<i>Virginia Beach</i>	Yes (0.0488-.0122)	Yes (0.0488-.0122)	Yes (0.0244-.0061)	No	No
<i>Chesapeake</i>	Yes (.05)	Yes (.05)	No	Yes (0.025)	Yes (0.025)
<i>Norfolk</i>	Yes (0.06)	Yes (0.06)	No	Yes (0.025)	Yes (0.025)
<i>Portsmouth</i>	Yes (1.0*)	N/A	Yes (1.0*)	No	Yes (0.5*)
<i>Suffolk</i>	Yes (1.0*)	Yes (1.0*)	Yes (1.0*)	Yes (0.5*)	Yes (0.5*)

*\*Denotes "weight" is added to each individual course **before** the GPA is calculated.*

# Calculating a Grade Point Average

Each final grade in a graded, attempted credit course will be given the indicated value:

Letter Grade	GPA Value
A, A-	4.0, 3.7
B+, B, B-	3.3, 3.0, 2.7
C+, C, C-	2.3, 2.0, 1.7
D+, D	1.3, 1.0
E	0

The values are multiplied by the amount of credit assigned to the course, and the products for each computation will be totaled and divided by the number of graded, attempted credits.

# Calculating a Weighted Grade Point Average

<u>Class Type</u>	<u>Grades Earned</u>	<u>GPA Value</u>	<u>Total Points</u>
Yearlong	A	4	4
Yearlong	A	4	4
Yearlong	A	4	4
Yearlong	B	3	3
Yearlong	B	3	3
Yearlong	B	3	3
Total Points			21
GPA	Total Points (21)	÷	Classes Completed (6)
			=
			3.5 GPA

# Calculating a Weighted Grade Point Average

Once the grade point average of the student has been determined, recall:

- Bonus credit is awarded for Advanced Placement and International Baccalaureate courses.
- A basic example of bonus credit is shown below for yearlong classes

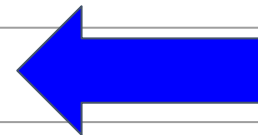
<u>Course</u>	<u>Grade</u>	<u>Bonus</u>
Year long AP Course	93A (4.0)	.0488
Yearlong IB Course	86 B (3.0)	.0366
Unweighted GPA	3.5	None
Weighted GPA	$3.5 + .0488 + .0366$	3.5854

# IMPACT of Weighting GSA Courses

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Type of Course	Weighted?	If weighted, amount of Bonus Credit added to GPA
Advanced Placement	Yes	0.0488
International Baccalaureate	Yes	0.0488
Dual Enrollment	Yes, (3 only) <ul style="list-style-type: none"><li>- Applied Calculus</li><li>- Applied Calculus II</li><li>- Vector Calculus</li></ul>	0.0244
Governor's School	No	0.0244








# IMPACT of Weighting GSA Courses on CLASS RANK



<b>Unweighted GPA</b>	<b>3.9908</b>	←
<b>Post GPA Bonus</b>	<b>0.1952</b>	←
<b>Post GSA Bonus</b>	<b>N/A</b>	
<b>GPA</b>	<b>4.1860</b>	←
<b>Class Rank</b>	<b>31</b>	←

# IMPACT of Weighting GSA Courses on CLASS RANK

<b>Unweighted GPA</b>	<b>3.9908</b>	<b>Weighted GPA</b>	<b>4.1860</b>
<b>Post GSA Bonus</b>	<b>N/A</b>	<b>Post GSA Bonus</b>	<b>0.1464</b>  (6 sem course *0.0244)
<b>GPA</b>	<b>4.1860</b>	<b>GPA</b>	<b>4.3324</b>  (4.1860+.1464)
<b>Class Rank</b>	<b>31</b>	<b>Class Rank</b>	<b>7</b> 

# Determining Courses to Receive Weighted Credit

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## **8VAC20-160-60. Elements for weighting.**

If the course is to be weighted, it must have the following elements:

1. Specified curriculum approved by local board or outside agency meeting criteria of program and/or organization;
2. Standards that exceed normal course requirements; and
3. Defined assessment component.

## **Regulation 5-29.1**

- The Department of Teaching and Learning will determine which courses are to receive bonus credit.

## **Regulation 6-89.1**

- The college course has been identified on the approved course list as comparable to an AP course.

# Considerations

- **Policy:**
  - Consider creating policy 6-89.
- **Cohort:**
  - Consider which “cohort” you would select to begin this change.
    - Recommend rising Grade 6.
- **Weighting:**
  - Revisit the “weight” awarded per course in comparison to neighboring districts.
  - Consider the impact on class rank.
- **Dual Enrollment:**
  - Consider reviewing and revising regulation 6-89.1.
    - According to records, was last reviewed in 1991.

# Questions



**Subject:** DARE **Item Number:** 1C

**Section:** Administrative, Informal, and Workshop **Date:** May 14, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Casey Conger, Coordinator of Health and Physical Education

**Presenter(s):** Casey Conger, Coordinator of Health and Physical Education

**Recommendation:**

That the School Board will receive information from the Department of Teaching and Learning regarding the D.A.R.E. program.

**Background Summary:**

In 2015 and earlier, VBCPS had the D.A.R.E program for fourth-grade students. The School Board has requested information on the cost, curriculum, and program goals should this resource be considered for reinstatement in its new format.

**Source:**

DARE Program

**Budget Impact:**

TBD - To be worked out with local law enforcement agency depending on structure of program implemented.

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# **D.A.R.E. Program Overview**

## **School Board Workshop**

**May 14, 2024**

**Department of Teaching and Learning**

# Background of D.A.R.E. in VBCPS

- First provided by the Virginia Beach Police Department
- Most recently provided by the VB Sheriff's Office
- Delivered during classroom instruction as part of the previously used health curriculum
- Phased out due to cost, unstaffed jail positions and evidence of impact questions *(Virginian-Pilot, June 2015)*



# Current D.A.R.E. Offerings

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- Prek-2nd grade: eight 15 minute poster lessons
- 3rd & 4th grades: four 20 minute lessons
- Keepin' It Real Curriculum:
  - 5th and 6th grades: ten 45 minute lessons
  - 7th and 8th grades: ten 45 minute lessons
  - 9th-12th grades: four 45 minute lessons
- Substance Specific lesson offerings  
(opioids, vaping, prescription drugs)
- Components of self awareness, responsible decision making and communication skills are incorporated
- Instruction provided by a trained uniformed officer

# Keepin' It Real Curriculum

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- Incorporates DARE decision making model
- Includes a broad range of risks
- Teaches skills through stories, role plays and journaling
- Aligns to 5th grade Common Core standards and Virginia Language Arts & Health Standards of Learning correlations are provided

# VBCPS Curriculum

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- Builds in depth and complexity from kindergarten through HPE II (10th grade)
- Aligns directly with VA Standards of Learning
- Aligns to Virginia legislative requirements
- Incorporates self awareness, responsible decision making and communication skills for each unit of study
- Includes substance specific lessons for vaping (2nd-10th) and opioids (6th-12th)
- Vetted by Health and PE teachers, coordinator, and instructional specialist to ensure clear vertical alignment and developmentally appropriate content
- Customized to fit within VBCPS schedules and courses

# Points for consideration

- Physical activity and recess
- Instructional minutes and scheduling
- Comprehensive VBCPS Health & PE curriculum
- Legislation and VDOE requirements
- Core classroom instructional minutes
- Other partnerships/supports
- Funding
- Evidence of impact

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# Questions?



**Subject:** B.F. Williams/Bayside 6<sup>th</sup> Grade Guidance **Item Number:** 1D

**Section:** Administrative, Informal, and Workshop **Date:** May 14, 2024

**Senior Staff:** Jack Freeman, Chief Operations Officer

Matthew Delaney, Chief Schools Officer

**Prepared by:** Jack Freeman, Chief Operations Officer

Matthew Delaney, Chief Schools Officer

James Smith, Ed.D, Senior Executive Director of Middle Schools

Melanie Hamblin, Ed.D., Senior Executive Director of Elementary Schools

Melisa Ingram, Executive Director Facilities Services

**Presenter(s):** Jack Freeman, Chief Operations Officer

James Smith, Ed.D, Senior Executive Director of Middle Schools

**Recommendation:**

That the School Board receive information from staff related to School Board guidance received by staff at the April 16 School Board Workshop where necessary programmatic needs, building components, and reductions were discussed for the B.F. Williams Elementary School / Bayside 6th Grade Campus Replacement Project. The goal of this discussion is to continue the process of moving the B.F. Williams Elementary School / Bayside 6th Grade Campus Replacement Project past 30% design.

**Background Summary:**

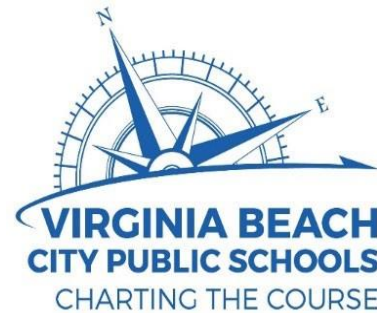
Virginia Beach City Public Schools has completed 30% design documents and educational specifications for the B.F. Williams Elementary School / Bayside 6th Grade Campus Replacement Project as part of the Public-Private Education Facilities and Infrastructure Act (PPEA) Interim Agreement, entered into on March 30, 2023. As part of the CIP FY24/25 process, the School Board will receive information and input on the continued design for this replacement project as design continues past 30%.

**Source:**

School Board Policy 3-12

**Budget Impact:**

CIP 1-028



# *Bettie F. Williams / Bayside 6 Grade Guidance*

*May 14, 2024*

*Department of School Division Services  
Department of School Leadership*

# School Board Guidance – April 16, 2024 School Board Workshop

## CIP 1-028: Williams ES / Bayside 6th Replacement School - Grades 4, 5, & 6

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### **Consensus for Further Review**

1. Include one main gym 6,000 NSF & multipurpose room 2,000 NSF
2. Include dedicated music room for 6th grade middle school curriculum
3. Eliminate long access hallway outside library
4. Explore combining 6, 7, & 8 grades into Bayside Middle School
5. Explore number of students per classroom



# Include Gym 6,000 SF & Multipurpose Room 2,000 SF

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- Gym shared grades 4, 5, & 6 through scheduling

- Reduce main gym

**Savings: +/- 2,800 gross SF = +/- \$1.4 million**

- Eliminate 2<sup>nd</sup> gym to a multipurpose room

**Savings: +/- 5,600 gross SF = +/- \$2.8 million**

- Multipurpose room to be used for:

- Fitness / PE
- Music
- Electives
- Other school-wide needs



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- Keep: +/- 1,700 gross SF = +/- \$860,000**



# Eliminate Long Access Hallway Outside Library

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- Shared library for grades 4, 5 & 6
- Eliminate long access hallway outside library
  - Savings: +/- 2,000 gross SF = +/- \$1.0 million





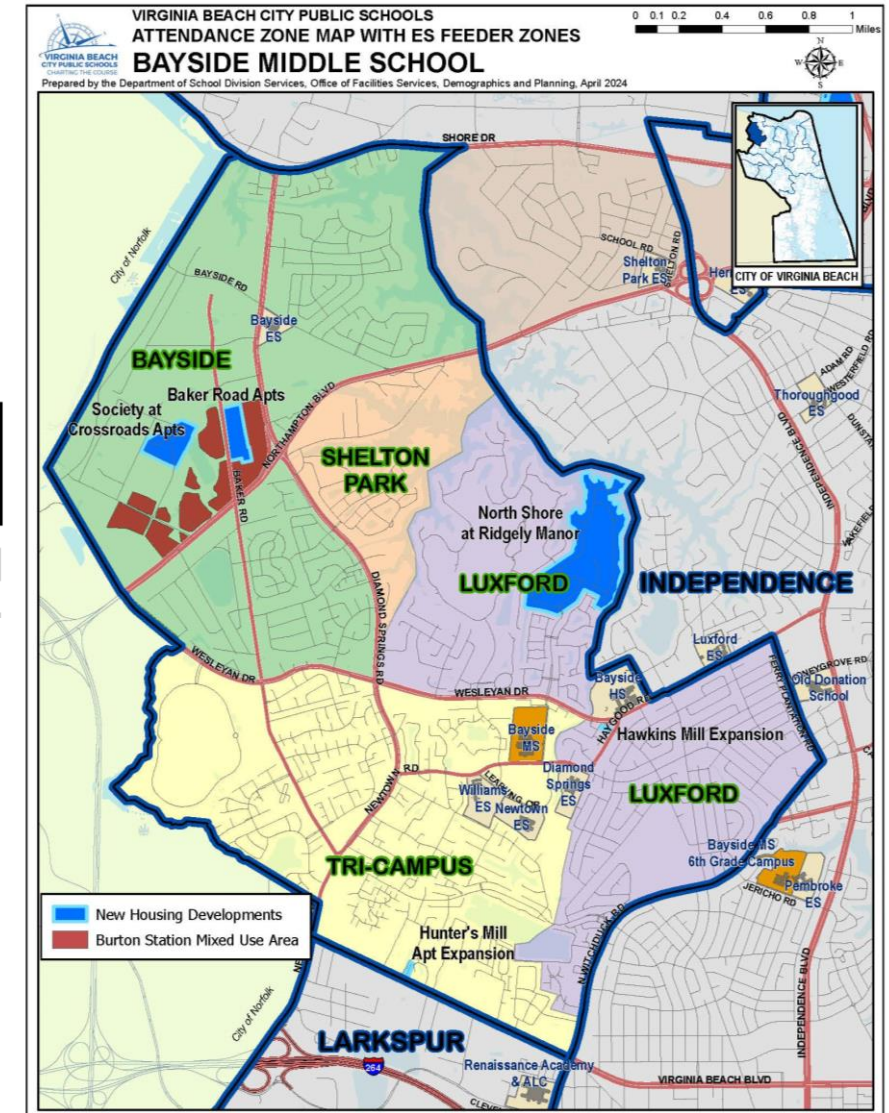
# Bayside Middle School

## Explore Combining 6, 7, & 8 Grades

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Virginia Beach City Public Schools  
2023-2024 Building Utilization - Middle and High Schools

Middle Schools	Modernization/ Replacement Completion Date	Enrollment Sept 30, 2023 PS-12 w/SECEP	Optimum Capacity 2023-2024	Number Over/Under Optimum Capacity	Percent Over/Under Optimum Capacity	SECEP	SECEP Total Rooms	SC	Total Portables On Site
Bayside		665	698	-33	-4.7%			20	0
Bayside 6th Grade		314	354	-40	-11.3%			8	1



# Bayside Middle School

## Explore Combining 6, 7, & 8 Grades

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Potential Bayside MS	Max Members	Optimum Capacity 90%	Actual Membership		Five-Year Membership Projection										Long-Term Estimate									
			SY 2023-24		SY 2024-25		SY 2025-26		SY 2026-27		SY 2027-28		SY 2028-29		SY 2029-30		SY 2030-31		SY 2031-32		SY 2032-33		SY 2033-34	
			Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity	Members	Capacity
20:1	995	896	979	9.3%	957	6.8%	927	3.5%	947	5.7%	978	9.2%	1,088	21.4%	1,201	34.0%	1,400	56.3%	1,650	84.2%	1,650	84.2%	1,650	84.2%
21:1	1,041	937	979	4.5%	957	2.1%	927	-1.1%	947	1.1%	978	4.4%	1,088	16.1%	1,201	28.2%	1,400	49.4%	1,650	76.1%	1,650	76.1%	1,650	76.1%
22:1	1,087	978	979	0.1%	957	-2.1%	927	-5.2%	947	-3.2%	978	0.0%	1,088	11.2%	1,201	22.8%	1,400	43.1%	1,650	68.7%	1,650	68.7%	1,650	68.7%
23:1	1,133	1,020	979	-4.0%	957	-6.2%	927	-9.1%	947	-7.2%	978	-4.1%	1,088	6.7%	1,201	17.7%	1,400	37.3%	1,650	61.8%	1,650	61.8%	1,650	61.8%
24:1	1,179	1,061	979	-7.7%	957	-9.8%	927	-12.6%	947	-10.7%	978	-7.8%	1,088	2.5%	1,201	13.2%	1,400	32.0%	1,650	55.5%	1,650	55.5%	1,650	55.5%
25:1	1,225	1,103	979	-11.2%	957	-13.2%	927	-16.0%	947	-14.1%	978	-11.3%	1,088	-1.4%	1,201	8.9%	1,400	26.9%	1,650	49.6%	1,650	49.6%	1,650	49.6%
26:1	1,271	1,144	979	-14.4%	957	-16.3%	927	-19.0%	947	-17.2%	978	-14.5%	1,088	-4.9%	1,201	5.0%	1,400	22.4%	1,650	44.2%	1,650	44.2%	1,650	44.2%
27:1	1,317	1,185	979	-17.4%	957	-19.2%	927	-21.8%	947	-20.1%	978	-17.5%	1,088	-8.2%	1,201	1.4%	1,400	18.1%	1,650	39.2%	1,650	39.2%	1,650	39.2%
28:1	1,363	1,227	979	-20.2%	957	-22.0%	927	-24.4%	947	-22.8%	978	-20.3%	1,088	-11.3%	1,201	-2.1%	1,400	14.1%	1,650	34.5%	1,650	34.5%	1,650	34.5%

Source: Facilities Services, Demographic and Planning Division

Within acceptable capacity range; +/-10% and can accommodate Bayside MS zone projected students grades 6, 7, & 8

-10% or more under capacity and can accommodate Bayside MS zone projected students grades 6, 7, & 8

10% or more over capacity and would need to consider a rezoning for including Bayside MS zone projected students grades 6, 7, & 8

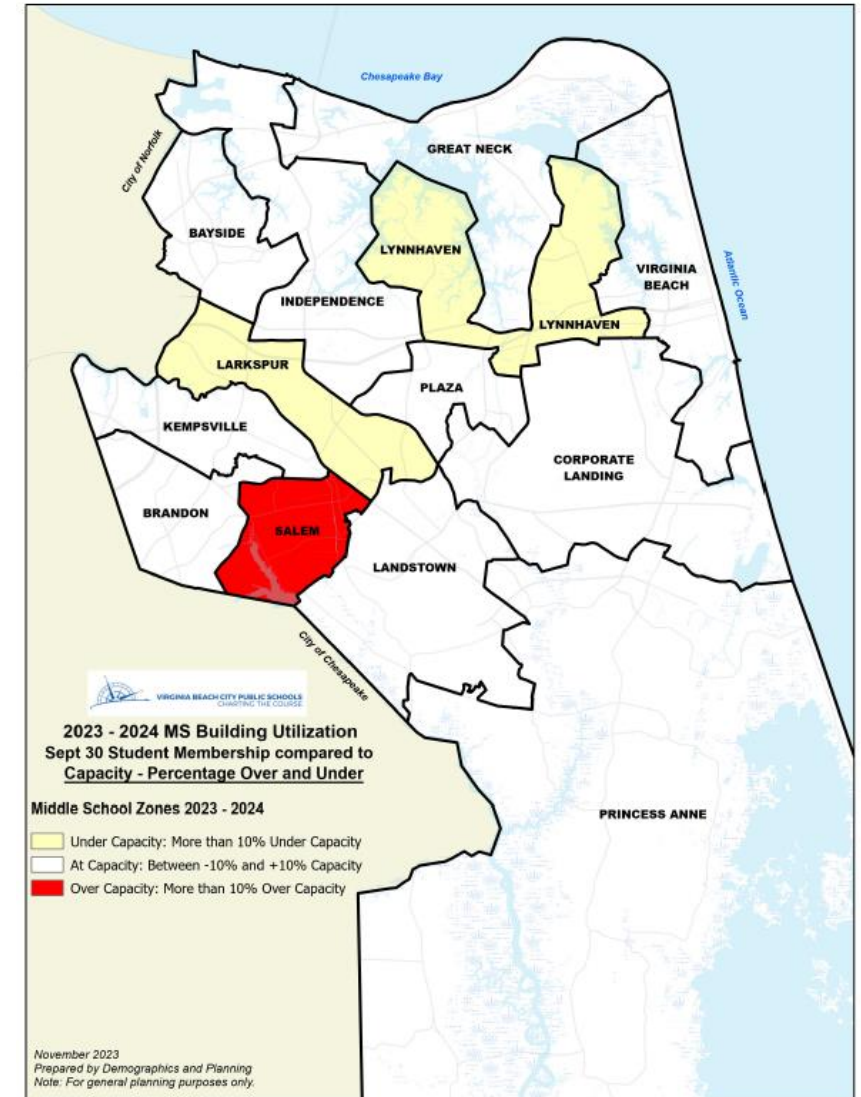
# Bayside Middle School

## Explore Combining 6, 7, & 8 Grades

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**Virginia Beach City Public Schools**  
**2023-2024 Building Utilization - Middle and High Schools**

Middle Schools	Modernization/ Replacement Completion Date	Enrollment Sept 30, 2023 PS-12 w/SECEP	Optimum Capacity 2023-2024	Number Over/Under Optimum Capacity	Percent Over/Under Optimum Capacity	SECEP	SECEP Total Rooms	SC	Total Portables On Site
Bayside		665	698	-33	-4.7%			20	0
Bayside 6th Grade		314	354	-40	-11.3%			8	1
Brandon		1,008	1,092	-84	-7.7%			22	0
Corporate Landing		1,035	1,082	-47	-4.3%	20	4	35	0
Great Neck	2011	1,056	1,128	-72	-6.4%			20	0
Independence		1,189	1,204	-15	-1.2%			18	0
Kempsville		697	764	-67	-8.8%			21	0
Landstown		1,248	1,338	-90	-6.7%			17	0
Larkspur		1,452	1,651	-199	-12.1%	28	4	47	0
Lynnhaven		671	775	-104	-13.4%			19	6
Plaza		1,020	1,004	16	1.6%			22	6
Princess Anne	2021	1,324	1,313	11	0.8%			16	0
Salem		1,088	982	106	10.8%			20	0
Virginia Beach	2010	552	606	-54	-8.9%			13	0
<b>Middle School Totals</b>		<b>13,319</b>	<b>13,991</b>	<b>-672</b>	<b>-4.8%</b>	<b>48</b>	<b>8</b>	<b>298</b>	<b>13</b>



# Bayside 6<sup>th</sup> Grade Campus and Bayside Middle School

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Establishment of the Bayside 6<sup>th</sup> Grade Campus in 2014  
Accreditation Pass Rate Data for Math and English  
Class Size Consideration



# Bayside 6<sup>th</sup> Grade Campus

In 2014, Bayside Sixth Grade Campus was established by provisions outlined in Virginia Code.





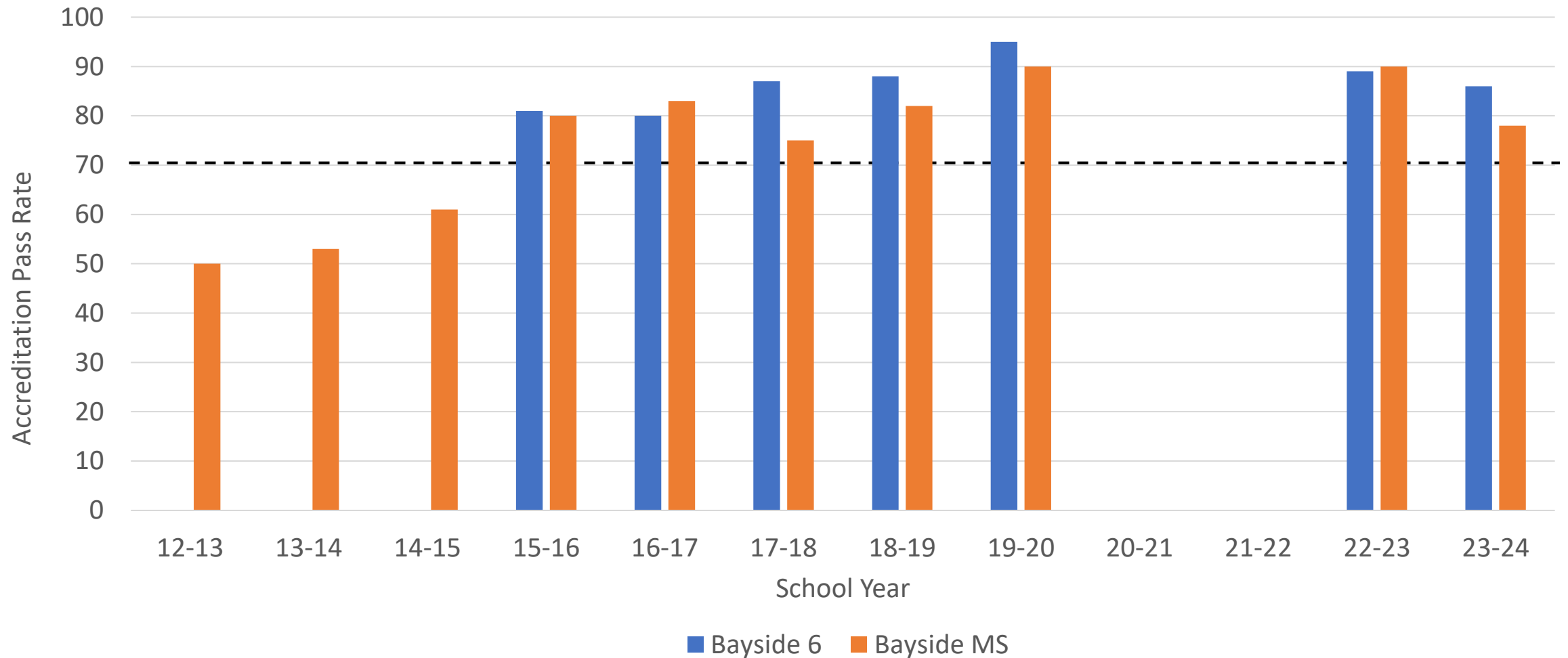
# Bayside 6<sup>th</sup> Grade Campus and Bayside Middle School

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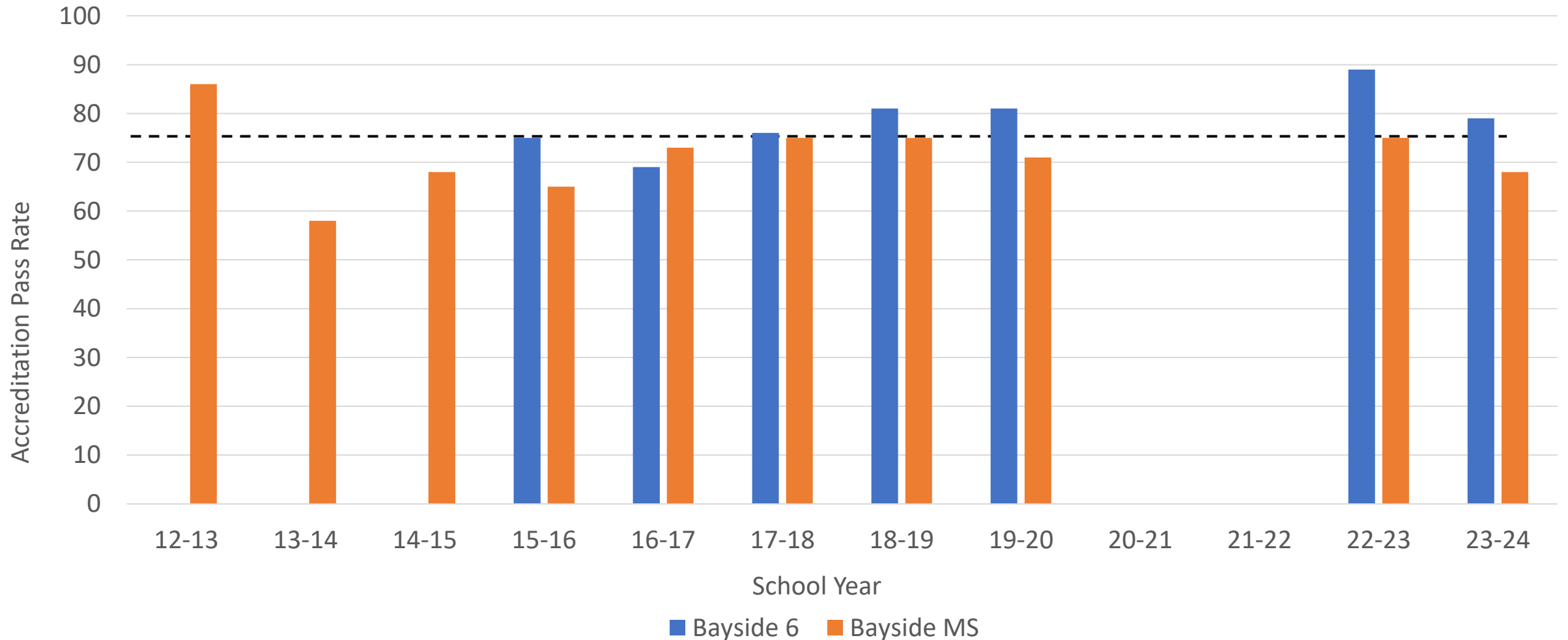
# Bayside 6<sup>th</sup> Grade Campus and Bayside Middle School: Math Accreditation Pass Rates

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# Bayside 6th Grade Campus and Bayside Middle School: English/Reading Accreditation Pass Rates

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# Bayside 6 and Bayside Middle School

## Support Added After the 2014-15 SY

School Support Process

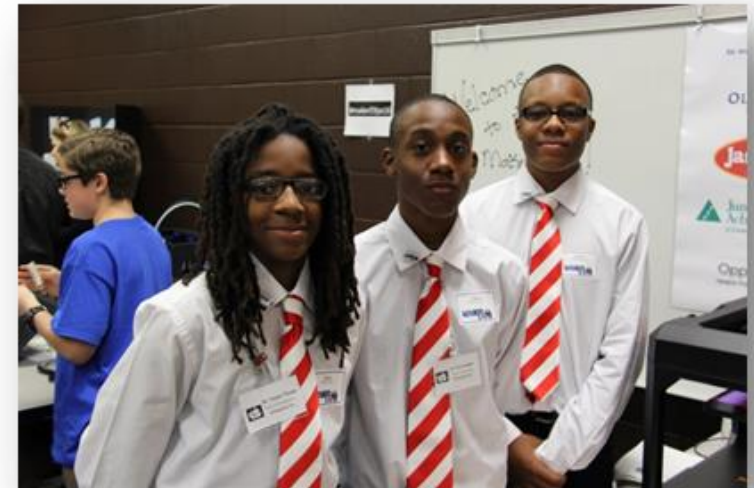
Title 1 Support

Professional Learning

Integrated Systems of Support

Increased Participation and Engagement

Communities In Schools



# Class Size Considerations

Individual Attention  
Classroom Environment  
Teacher-Student Relationships  
Classroom Management  
Participation and Engagement





# Williams ES / Bayside 6 Replacement School – Post 30% Design

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## Summary of Guidance to Date

Reduce 4 & 5 Wing and Increase 6 Wing (+2) (Updated Enrollment Projections)	+ 2,400
4,5,6 grades share one Art Room	-1,680
4,5,6 grades share one Music Room (Music Classes on Stage / Multi-Purpose)	-0
Coding/Computer Science and Library Media Lab share space	-1,400
400 SF Teen Living Mini-Lab adjacent to Science Lab	-1,120
4,5,6 grades share Gym & reduce from 8,000 SF to 6,000 SF	-2,800
Reduce small Gym Size from 6,000 SF to 2,000 SF and designate as Multi-Purpose Space	-5,600
Reduce two Reading Rooms at 4,000 SF to one at 3,000 SF	-1,400
Eliminate Long Access Hallway Outside Library	-2,000
Reduce from 6,000 SF to 4,250 SF	-2,500
Reduce Serving Lines	- 220
Consolidate Administration Offices and Student Supports	-3,000
<b>Estimated SF IF ALL ABOVE REDUCTIONS ARE TAKEN</b>	<b>-19,320</b>

## Additional Guidance Needed

### ➤ Impacts of Changes to Students per Classroom

- 20:1 ES: 16 homerooms MS: 30 core rooms
- 21:1 ES: 15 homerooms MS: 29 core rooms
- 22:1 ES: 15 homerooms MS: 27 core rooms
- 23:1 ES: 14 homerooms MS: 26 core rooms
- 24:1 ES: 14 homerooms MS: 25 core rooms
- 25:1 ES: 13 homerooms MS: 24 core rooms
- 26:1 ES: NA MS: 23 core rooms
- 27:1 ES: NA MS: 22 core rooms
- 28:1 ES: NA MS: 22 core rooms

### ➤ For reduction in number of classrooms, consider reduction per classroom

- +/- 1,000 SF gross area
- +/- \$500,000

# Placeholder

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INFORMATION FORTHCOMING

# Public Private Education Facilities and Infrastructure Act (PPEA) Interim Agreement

## ➤ Deliverables

- Completed: educational specifications, 30% designs, public input, traffic studies, etc.
- Awaiting: property title searches, financial analysis invoices

## ➤ Invoiced to Date: \$14.4M



# Upcoming School Board Meetings

- May 28 – CIP maintenance projects
- Jun 10 – Princess Anne High School discussion (School Board guidance)
- Jun or Jul – Princess Anne High School guidance follow-up
- Jul 9 School Board Retreat – comprehensive new construction discussion

# Thank You



**Donald E. Robertson Jr. Ph.D., Superintendent**

**Department of School Division Services**

Jack Freeman, Chief Operations Officer

**Office of Facilities Services**

Melisa A. Ingram, Executive Director

**Department of School Leadership**

Matthew D. Delaney, Chief Schools Officer

James J. Smith, Ed.D., Senior Executive Director of Middle Schools

Melanie J. Hamblin, Ed.D., Senior Executive Director of Elementary Schools



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

**Section:** Student, Employee and Public Awards and Recognitions **Date:** May 14, 2024

**Senior Staff:** Nicole Livas, Chief Communications and Community Engagement Officer

**Prepared by:** David Schleck, Public Relations Coordinator

**Presenter(s):** Jennifer S. Franklin, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishments of those receiving the May 14, 2024, 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. 2024 Sister Cities Association of Virginia Beach (SCAVB) Youth Ambassador
2. Exemplar Performance, Virginia Board of Education – Kingston, North Landing, Rosemont Forest elementary schools; Old Donation School; Green Run Collegiate; Green Run and Tallwood high schools
3. Annual music honors: Virginia Music Education Association's All State Band, All State Chorus, All State Orchestra, Honors Choir, American Choral Directors Association's Southern Regional Honors Chorus, Virginia Honor Band, Blue Ribbon Schools (music departments), Virginia Marching Band Cooperative State Championship

**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:**

N/A



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

**Section:** Approval of Meeting Minutes **Date:** May 14, 2024

**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 30, 2024 Regular School Board Meeting

**Note:** Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

**Background Summary:**

N/A

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

School Board Services

**Kimberly A. Melnyk, Chair**  
District 2

**Jennifer S. Franklin, Vice Chair**  
District 2 – Kempsville

**Beverly M. Anderson**  
At-Large

**Kathleen J. Brown**  
District 10

**Michael R. Callan**  
District 6

**David Culpepper**  
District 8

**Shannon L. Kendrick**  
District 4  
Interim

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 9

**Donald E. Robertson, Ph.D., Superintendent**

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**School Board Regular Meeting MINUTES**  
**Tuesday, April 30, 2024**

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

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1. **Administrative, Informal, and Workshop:** Chair Melnyk convened the Administrative, Informal, and Workshop session at 3:36 p.m. on the 30th day of April 2024.  
In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Weems.  
Chair Melnyk noted the following: Mr. Culpepper not in attendance (work matter); Ms. Weems not in attendance (personal matter); and Ms. Manning work obligation but will join later for the formal session.
  - A. **School Board Administrative Matters and Reports:** Chair Melnyk mentioned the following: the May sign-up sheet for meetings with the Superintendent, School Board retreat proposed agenda; Ms. Anderson suggested having student(s) sing the Star-Spangled Banner at the beginning of formal meetings; Ms. Riggs read a letter regarding a formal request to be removed from the Legislative Committee.
  - B. **Water Testing Program:** Patrick Fitzpatrick, Assistant Director of Environmental Resources, Office of Maintenance Services, provided the School Board information regarding the ongoing water testing program as outlined by the Code of Virginia § 22.1-135.1. Mr. Jack Freeman, Chief Operations Officer gave a brief introduction; Mr. Fitzpatrick continued the presentation; mentioned the Water Management Programs: Legionella Water Management Program, Lead in Drinking Water Testing Program; Legionella Water Management Program includes three significant water management activities: residual chlorine testing, legionella bacteriological water testing, water flushing plan; reviewed some health effects of lead in drinking water; provided a brief background regarding water testing – new state legislation in July of 2019, initial emphasis on testing of schools built before 1986, consultation with the Virginia Department of Health (VDH), Office of Drinking Water (ODW), testing of school built through 2014; EPA Guidelines for Schools and Childcare Facilities: training, testing, taking action; shared image of VBCPS Water Testing Program pamphlet; testing procedure steps – Testing: sample location diagram, establish testing date, utilize ParentSquare for communication, contractor performs testing activity; Taking Action: review of test results, communication with the school administrator and staff, remediation of elevated sample locations, retesting, final clearance communication, updates to the VBCPS “Safe Water Initiative” webpage, report testing results to the VDH; status – schools built prior to 2014 have been tested, five-year testing rotation, 20% of school annually; reviewed the seven steps of training, testing, and taking action: communicate, learn, plan, develop, conduct, remediation, record keeping; VBCPS has developed and implemented strong, professional, and science-based water management programs; goal to ensure water quality remains safe, clean, and healthy; measures are taken to eliminate harmful chemicals, bacterial growth, and other risks; focus on safeguarding the VBCPS community from potential health hazards.

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- C. Mental Health Update: Robert Jamison, Executive Director, Office of Student Support Services, provided the School Board updates from the Mental Health Task Force; presentation overview – current needs and challenges, updates from the Mental Health Task Force (MHTF), school-based mental health grant, next steps; mentioned 1 in 5 Virginia youth experienced a major depressive episode in the past year, seven percent of youth in Virginia have a substance use disorder, suicide continues to be a leading cause of death in youth aged 9-18; 2022-2023 Suicide Risk Assessment totals – VBCPS 1,378; 2023-2024 Suicide Risk Assessment totals (through 3/29/24) – VBCPS 623; reviewed task force members and community partners, shared a word of thanks to all; Mental Health Task Force recommendations (categories): access, identification, awareness, stigma; work team progress – access: VB Child and Youth Behavioral Health and VBCPS Rapid Response, CHKD and VBCPS Bridge Program, Securly update (211 alerts received after hours, 43 alerts related to mental health); reviewed Care Solace: data numbers, time saved (1,264.3 hours), key performance indicators (1,242 inbound interactions, 897 warm handoffs, 509 total appointments into care), mental health concerns needed support (top three: anxiety, depression, trauma), top 10 providers and resources.
- Work team progress – awareness: VDOE Great Kindness Challenge, mental health classroom lessons aligned with VDOE standards, Consolidated Benefits: BeWell on Tour, mental health resources and services shared at events; work team progress – identification: professional learning opportunities, anxiety brochure (created by CHKD for teachers), increase available staff to support students and schools; work team progress – stigma: TIDE student coalition, emphasis on sense of belonging: building respectful environments, examining how students treat each other, improving programs that already exist within the building, providing a safe space for students to talk.
- School-based mental health grant – Virginia Department of Behavioral Health and Developmental Services awarded VBCPS \$393,979.95; professional learning opportunities: Trauma-informed Skills for Educators, Cognitive Behavioral Intervention for Trauma in Schools, Trauma-focused Cognitive Behavioral Therapy training, family mental health classes; 15 calming spaces (elementary, middle and/or high schools); next steps – continue efforts, implement all components of the school-based mental health grant, conduct meeting with Children's Specialty Group and Sentara to explore increased access to services, coordinate Family and Student Wellness Expo. The presentation continued with questions and comments regarding Securly; suicide risk assessments; clarification regarding major depressive episode; data on suicide risk assessment totals; more attention to topic, education, resources, additional supports – helped to decrease numbers; Wellness Expo; appreciation for the work from the task force; risk assessment questions/screener; and Bridge Program.
- D. Professional Learning Annual Update: Janene Gorham, Director, Professional Growth and Innovation, provided the School Board information regarding professional learning for the 2023-2024 school year and a preview of professional learning for the 2024-2025 school year; reviewed Virginia Standards of Quality requirements (Code of Virginia § 22.1-253.13:5; Professional Learning Program (PLP) drivers: division goals, school goals, individual goals; PLP program components: essential (mandatory requirements), choice (individual needs), site-based (school needs); PLP activities and enrollments (as of April 11, 2024): 1,267 total activities offered; 35,081 total enrollments; 7,357 total unique enrollments; PLP site-base activities (as of April 11, 2024): 1,282 total activities offered; professional learning to support career development – induction, growth and mastery, leadership.
- Professional learning for new teachers – induction in 2023-2024: New Educator Orientation, mentoring, quarterly Survive and Thrive Sessions, study.com exam preparation for provisionally licensed teachers; professional learning for growth and mastery – essential learning in 2023-2024: shared a sampling of essential requirements (Youth Mental Health First Aid Training for all school counselors, CPI (Crisis Prevention Institute), new Virginia Literacy and Language Screener Tutorial for all K-3 teachers, etc.), focus on strengthening instructional practice, responding to student needs and curriculum updates and resources; professional learning for growth and mastery – choice learning in 2023-2024 (individual needs): Easy Adaptations – Using Common PE Equipment to Include Students with Disabilities, Professional Learning Community for elementary self-contained cross-categorical classroom teachers, Cultural Competency Design Fellows, National Board Certification; professional learning for teacher leaders in 2023-2024 (leadership): monthly professional learning, professional learning for leadership opportunities – Aspiring Administrators, Aspiring Leaders;

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professional learning for school administrators: induction – orientation, mentors; growth and mastery – Citywide Leadership Conference, monthly league meetings for principals, quarterly Citywide meetings, professional learning communities; leadership – aspiring principals, early career principals.

Professional learning for other staff groups: induction – role-specific orientation; growth and mastery – role-specific training, workplace or power skills, Learning on the Go podcasts, Udemy on Demand learning, face-to-face workshops; leadership – leadership and management for café and custodial staff, PCI summer courses for central support staff, advancing leaders; looking ahead to next year: professional learning drivers (2024 English Standard of Learning, 2023 Mathematics Standards of Learning; every two years: Seizure Awareness Training, Cultural Competency Training; shared samples of essential professional learning for 2024-2025; new for school administrators in 2024-2025: Summer AP Conference (August 7 at Kellam High School); for assistant principals, administrative assistants, deans, and academy coordinators; purpose: building capacity for roles and responsibilities, strengthening collaboration opportunities, providing leadership opportunities for veterans.

The presentation continued with questions and comments regarding mandatory courses for teachers; Summer AP Conference; training tailored to needs of groups and individuals; dates of various conferences; professional learning courses; evaluation of trainings; Strategic Framework; who provides the trainings; leadership matters; and Virginia Department of Education.

- 2. Closed Session:** At 4:55 p.m., Vice Chair Franklin made the following motion, seconded by Ms. Kendrick, 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.

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. Superintendent's evaluation.
- B. CAC appointment - how to handle an additional open position.
- C. Retention of outside legal counsel for litigation support for administrative matter.
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Melnyk called for a vote. The School Board Clerk announced there were seven (7) ayes in favor of the motion to recess into Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan,



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Ms. Kendrick, and Ms. Owens. The motion passed, 7-0-0. Note: at the time of the vote, Ms. Riggs was not present in the School Board Chamber.

The School Board recessed into Closed Session at 4:59 p.m.

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

C. Retention of outside legal counsel for litigation support for administrative matter: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; Crystal Pate, Chief Financial Officer; and Regina M. Toneatto, School Board Clerk.

B. CAC appointment - how to handle an additional open position: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; Crystal Pate, Chief Financial Officer; and Regina M. Toneatto, School Board Clerk.

Crystal Pate, Chief Financial Officer left the Closed Session at 5:11 p.m.

A. Superintendent's evaluation: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; and Regina M. Toneatto, School Board Clerk.

D. Status of pending litigation or administrative cases; and

E. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; and Regina M. Toneatto, School Board Clerk.

The School Board reconvened at 5:35 p.m.

Certification of Closed Session: Vice Chair Franklin 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.

Ms. Anderson made the motion, seconded by Ms. Kendrick. Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion for Certification of Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs. The motion passed, 8-0-0.



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Chair Melnyk called for a motion to approve the Superintendent's evaluation instrument as presented and modified by this Board in Closed Session. Ms. Anderson made the motion, seconded by Ms. Owens. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the Superintendent's evaluation instrument as presented and modified by this Board in Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Owens, and Ms. Riggs. The motion passed, 8-0-0.

3. **School Board Recess:** Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:35 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Melnyk convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 30th day of April 2024 and thanked the members of the public joining the meeting in person and online.

In addition to Superintendent Robertson, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs.  
Mr. Culpepper not in attendance (work matter); and Ms. Weems not in attendance (personal matter).

6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
  - A. First Place Virginia HOSA State Leadership Conference Winners – Bayside High School and Health Science Academy: The School Board recognized students from Bayside High School and Health Sciences Academy as winners of the Future Health Professionals State Leadership Competition. Bayside students placed in 11 events and brought home seven first-place awards, six second-place awards, and four third-place awards. These competitors can represent Virginia at the International Leadership Conference in June.
  - B. Class 5 State Championship, Wrestling, 113 pounds – Tallwood High School: The School Board recognized Tallwood High School student, Josiah Irizarry as the VHSL Class 5 State Champion, Wrestling, 113 pounds. He is a three-time Class 5 regional champion, has won numerous tournaments over the past four years, and earned All-American status last year at the NHSCA Junior Nationals.
  - C. Class 5 Indoor Track State Champion, Pole Vault – Tallwood High School: The School Board recognized Landon Walker, a senior at Tallwood High School, as the VHSL Class 5 Indoor Track State Champion, Pole Vault. This was Landon's first state title. He was previously a state runner-up and two-time regional champion. Landon has finished as high as fifth in national competitions.
8. **Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the agenda as presented. Ms. Anderson made the motion, seconded by Vice Chair Franklin. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** Superintendent Robertson shared the following information: 1) The Virginia Board of Education recognized five of our schools with the Highest Achievement Award: to Green Run Collegiate, Kingston Elementary, North Landing Elementary, Old Donation School and Rosemont Forest Elementary; in addition, Tallwood High School and Green Run High School, received the Board of Education Continuous Improvement Award; 2) Month of the Military Child – the opening reception of "The Art of Being a Military Child" exhibit at Lynnhaven Mall was a success, students from more than 60 of our schools had their creative talents on display; school also celebrated Purple Up Day on April 17 – service members from Joint Expeditionary Base Little Creek-Fort Story greeted Shelton Park Elementary students, students and staff at Princess Anne Middle and other schools wore purple to show support for our

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military-connected students, an Ocean Lakes Elementary honored military families with a parade around the school; 3) Beach Girls Rock! event was earlier this month, middle school students explored STEM careers while touring the Old Dominion University Campus; 4) Arbor Day Programs – five Virginia Beach schools are becoming official Tree Campuses, thanks to The Great Outdoors Learning Project; Virginia Beach City Public Schools and Virginia Beach Parks and Recreation worked with community partners to help students use their science and math skills and learn about the important role trees play in the environment; Dominion Energy sponsored the planting of more than 50 trees at Corporate Landing Middle; on April 12, city, state and school officials joined Brookwood Elementary students and Virginia Beach Parks & Recreation representatives for a tree-planting ceremony to commemorate the 44<sup>th</sup> Tree City designation for the City of Virginia Beach; 5) First Colonial High School recently received coverage from the National Association of Secondary School Principals for its Thrive Thursday program; during “One Lunch,” students share the same 40-minute lunch period every day, the idea is to use some of that time to let students explore a wide variety of interests, including photojournalism, home building, auto mechanic work, crime scene investigations and much more; and 6) The Family and Student Wellness Expo is scheduled for Saturday, May 11, from 11:00 a.m. to 2:00 p.m. at Bayside High School; families will learn about mental health, summer programs, extracurricular activities, career exploration and more.

Administrative Recognitions: Superintendent Robertson introduced the following appointment which was approved at the April 16, 2024 School Board meeting: Alisha K. Edwards, Administrative Assistant, Larkspur Middle School as Assistant Principal, Princess Anne Middle School.

#### 10. **Approval of Meeting Minutes**

- A. April 16, 2024 Regular School Board Meeting: Chair Melnyk called for any modifications to the April 16, 2024 Regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the April 16, 2024 minutes as presented. Ms. Riggs made the motion, seconded by Vice Chair Franklin. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the April 16, 2024 minutes as presented: Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. There was one (1) abstention: Chair Melnyk (not in attendance at the meeting.) The motion passed, 8-0-1.

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

There were two (2) in person speakers and three (3) online speakers; topics discussed were Human Rights; LGBTQ students; equality; Chromebook use; Securly reports; ODS; selection process; 5-Year Plan; scoring system; and VBCPS Gifted Program.

The Public Comments concluded at 6:32 p.m.

#### 12. **Information**

- A. Interim Financial Statements – March 2024: Daniel Hopkins, Director of Business Services, presented the following financial information to the School Board: as of March the overall revenue trend remains acceptable; General Assembly to reconvene on May 13 and vote on budget May 15; Federal revenues are showing a favorable trend; received Impact Aid payments of approximately \$14.3 million year to date; other sources of revenue are favorable at this point in the fiscal year; up about \$470,000 from last year, due to class action settlement and a decrease in sale of capital assets; sales tax receipts will be at an unacceptable level by the end of the year; year to date through March, approximately \$8.5 million lower than the same time last year; and expenditures and encumbrances trend continues to remain acceptable.
- B. Five-Year Plan for the Education of the Gifted Update: Crystal Lewis-Wilkerson, Ed.D., Director of K-12 & Gifted Programs provided the School Board information regarding development of the Local Plan for the Education of the Gifted; shared a slide of the VBCPS K-12 continuum of gifted services; reviewed timeline for developing the 2025-2030 Five-Year Plan: May, June, July 2024 – subcommittee meetings; August 2024 – School Board presentation, public comment; September 2024 – implementation of the 2025-2030 Plan; local plan development – overview of subcommittee member categories; VDOE required gifted education components: identification, delivery of services, curriculum and instruction, professional development, parent and community involvement; partner with Gifted Community Advisory Committee (GCAC) – division’s

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operational definition of giftedness, division's statement of philosophy for the education of gifted students, program goals and objectives; 2024-25 school year updates: increase GRT (gifted resource teacher)-principal-DTAL collaboration, enhance professional learning, enhance GRT-parent communication, enhance gifted learner curriculum options; gifted cluster curriculum enhancements – Advanced Learning Math Extension (elementary school, 2<sup>nd</sup> – 5<sup>th</sup> grade), Science and Writing Independent Study Extensions (elementary and middle school).

The presentation continued with questions and comments regarding subcommittees and how they are appointed; parents on committee who are not employees; parent representation on subcommittees; gifted topic at retreat; how to improve gifted program; transparency; Five-Year Plan timeline; GCAC meeting on Monday; pacing of curriculum at ODS; needs of students; community input survey, School Board opportunity to see survey; independent studies; professional learning; communicating with families; satellite sites; MYP and IB program; different pathways; building utilization; parent communication, sharing in a school newsletter, website, etc.; and sharing survey with School Board.

**13. Return to public comments if needed:** As noted under Agenda item #11, Public Comments concluded at 6:32 p.m.

**14. Consent Agenda:** Chair Melnyk 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 Teacher Appreciation Week, May 6-10, 2024.
4. School Nurse Appreciation Day: Recommended that the School Board approve the resolution designating May 8, 2024, as School Nurse Appreciation Day in Virginia Beach in collaboration with the National Association of School Nurses' Day of recognition.

B. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve Policy Review Committee (PRC) recommendations regarding review and amendment of certain policies as reviewed by the PRC at its March 21, 2024 meeting.

1. Policy 4-16/Resignation and Job Abandonment: The PRC recommends scrivener's changes, clarifying expectations from employees, and removing the Editor's Note to be consistent with changes made recently to other policies.
2. Policy 4-48/Leave of Absence for Employee and Professional Organization Presidents: The PRC recommends scrivener's changes throughout the Policy and clarifying calendar days in section B.3.
3. Policy 5-1/Extent of School Authority: The PRC recommends minor scrivener's changes and removing Opinions of the Attorney General from the legal references.
4. Policy 5-2/Student Rights and Responsibilities: The PRC recommends scrivener's changes and adding the Constitution of Virginia as a legal reference.
5. Policy 5-3/Formulation of Student Rules and Regulations: The PRC recommends adding language to allow the School Board to revise, amend or suspend policies in accordance with School Board bylaws and applicable law.
6. Policy 6-20/School Division Curriculum: The PRC recommends removing "School Board approved objectives" as the School Administration is using the Virginia Department of Education's objectives aligned with the Virginia Standards of Learning.

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

Vice Chair Franklin read the following resolution:

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**RESOLUTION**  
**Asian American and Pacific Islander Heritage Month**  
**May 2024**

**WHEREAS**, the month of May is set aside to honor the contributions Asian American and Pacific Islanders 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 30th day of April, 2024.

Ms. Kendrick 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 continues to devote their skills and energy to make invaluable contributions to our city and country through leadership and achievements; 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;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach 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 30th day of April, 2024

Ms. Riggs read the following resolution:

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**RESOLUTION**  
**Teacher Appreciation Week**  
**May 6-10, 2024**

**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 and staff 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 educators, including our incredible teachers, through the “#VBSCHOOLSHERO” campaign; and

**WHEREAS**, the school division and community will launch this campaign to highlight the work of our extraordinary educators throughout Teacher Appreciation Week and the remainder of the school year;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes May 6-10, 2024, 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 30th day of April, 2024

Ms. Anderson read the following resolution:

**RESOLUTION**  
**School Nurse Appreciation**  
**May 8, 2024**

**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.



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**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach designates May 8, 2024, 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 30th day of April 2024

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

**15. Action**

- A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the April 30, 2024 personnel report and administrative appointments. Ms. Owens made the motion, seconded by Vice Chair Franklin that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the April 30, 2024 personnel report along with the administrative appointments as recommended by the Superintendent. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the April 30, 2024 personnel report and administrative appointments: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0.  
Superintendent Robertson mentioned the following: Darnita L. Trotman, Ed.D., Director of Employment Services, Department of Human Resources as Chief Human Resources Officer, Department of Human Resources.
- B. General Fees Schedule 2024-2025: Chair Melnyk called for a motion to approve the proposed FY 2024-25 General Fees Schedule including the rates for student fees for optional/ancillary services or activities. Ms. Kendrick made the motion, seconded by Ms. Brown. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0.
- C. Workforce Development Committee Recommendations: Chair Melnyk called for a motion to approve the Workforce Development Committee recommendations. Ms. Manning made the motion, seconded by Ms. Kendrick. There was a brief discussion; Chair Melnyk mentioned Ms. Weems does approve the recommendations and would want the School Board to consider making the Workforce Development Committee, a standing committee; collaboration of the committee with community and business leaders; making good progress with committee; standing advisory group; Superintendent's round table group; having three groups is a good thing; stronger as three groups; and thanks to Ms. Weems for her work on the Workforce Development Committee. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Workforce Development Committee recommendations: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0.
- D. Excellence in Workforce Readiness Award: Chair Melnyk called for a motion to approve the nomination of Virginia Beach City Public Schools' Ad Hoc Workforce Committee, the Virginia Beach Community Round Table and the General Advisory Committee for Technical and Career Education for the 2024 VSBA Excellence in Workforce Readiness Award. Ms. Anderson made the motion, seconded by Vice Chair Franklin. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the nomination of Virginia Beach City Public Schools' Ad Hoc Workforce Committee, the Virginia Beach Community Round Table and the General Advisory Committee for Technical and Career Education for the 2024 VSBA Excellence in Workforce Readiness Award: Chair Melnyk, Vice Chair Franklin,



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Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0.

16. **Committee, Organization or Board Reports:** Ms. Owens shared she attended the Ocean Lakes High School academic letter ceremony, Ms. Owens had the opportunity to speak at the event, 504 students received the academic letter or star for maintaining a 3.5 GPS or more over three or more semesters.
17. **Return to Administrative, Informal, Workshop or Closed Session matters:** None.
18. **Adjournment:** Chair Melnyk adjourned the meeting at 7:33 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair



**Subject:** Divisionwide Literacy Plan **Item Number:** 12A

**Section:** Information **Date:** May 14, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Danielle E. Colucci, Chief Academic Officer  
Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

**Presenter(s):** Danielle E. Colucci, Chief Academic Officer

**Recommendation:**

That the school board receive information regarding the Division Literacy Plan as mandated by the Virginia Literacy Act (VLA). The administration will request approval of the Division Literacy Plan at the May 28, 2024 School Board meeting.

**Background Summary:**

The Department of Teaching and Learning will provide an overview of the Division Literacy Plan. The Virginia Department of Education (VDOE) has provided all school divisions in the Commonwealth of Virginia with a template to ensure compliance with the requirements of the Virginia Literacy Act. Divisions must not alter the template. Initial plans must be submitted to the VDOE by July 1, 2024.

**Source:**

[VDOE](#)

**Budget Impact:**

VBCPS will utilize Virginia All In funding to support the costs of implementation and will utilize local funding for any costs not able to be covered by the All In funding source. As a reminder, the newly adopted K-5 core textbook was fully funded through All In funds, and we have encumbered funding for estimated costs for supplemental and intervention materials to support additional purchases that might be necessary.





# DIVISION LITERACY PLAN

The 2024-2025 Division Literacy Plan (DLP) pertains to **K-5 literacy instruction** per VDOE guidance.

## DIVISION CONTACT INFORMATION

School Division: Virginia Beach City Public Schools

Superintendent: Donald E. Roberston | Donald.Robertson@vbschools.com

Local School Board Chair: **Kimberly A. Melnyk** | schoolboard@vbcpsboard.com

Division VLA Lead: Danielle E. Colucci | Danielle.Colucci@vbschools.com

Local Board Adoption Date for Division Comprehensive Plan: 05/28/2024

## SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

### School Division Literacy Vision:

*All students actively engage in evidence-based literacy instruction that inspires learning, growth, and joy. Working in partnership with families and our community, we empower all students to acquire the literacy skills necessary for success in school and life.*

#### We are committed to:

- Applying systematic, explicit instruction in foundational skills to support word recognition while simultaneously building language comprehension.
- Using high-quality instructional materials grounded in science-based reading research (SBRR).
- Monitoring progress and providing feedback to support student learning and mastery.
- Building student knowledge and vocabulary by using complex texts across the curriculum.
- Providing students with ample opportunities to read, write, communicate, and collaborate.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
VLA Strategic Planning Committee and DLP Subcommittee	Dec 2023 - May 2024	VLA Planning Meetings
Administrators and Central Office Instructional Personnel	May 2024	Citywide Principal Meeting
School Board	May 2024	School Board Meeting
Reading Specialists	June 2024	Reading Specialist Meeting
Teachers	June 2024	Division All Staff Communication
Families, Caregivers, and Community Members	May 2024	Division Community Newsletter, Superintendent Deskside Chats, School Newsletters, and Division Literacy Website
New Hires	Ongoing as needed	New Employee Onboarding

## SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the High-Quality Instructional Materials (HQIM) selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. “Supplemental Instruction” and “Intervention” may be listed as “TBD” until final Board approved lists are provided. Divisions may only use the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH into Reading	All special populations will also receive HMH into Reading as their core program.
Supplemental Instruction (K-5):	TBD	TBD - ELL TBD - Gifted
Intervention (K-5):	SIPPS - Early Intervention Reading Initiative [EIRI] (K-3) Read 180 Code Flex (3-5)	SIPPS (4-5) and Spire with Sounds Sensible (K-5) - SWD Read 180 Code Flex (3-5) - SWD and ELL

## SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
*VDOE Principal and Assistant Principal Professional Development	Elementary principals, assistant principals, and central office administrators	June 27, 2024
*LETRS V1 + VDOE Virginia Literacy Act Capstone Canvas module  Or VDOE - VLP Canvas Modules	K-5 classroom teachers (including Title I and Title II reading/literacy- teachers) Special education and English Learner teachers serving K-5 students	Ongoing in 2024-25
*VDOE - VLP Canvas Modules	Reading Specialists	Sept 2024 - June 2025
*VBCPS Administrator Professional Learning (PL)	Elementary administrators and central office leaders	April 24, 2024 May 1, 2024 May 15, 2024 July 17-18, 2024 Aug 6, 2024 Ongoing in 2024-25
*VBCPS Literacy Leader PL	K-5 reading specialists and literacy coaches (Title I and Title II)	April 24, 2024 Aug 6, 2024 Monthly 2024-25
*VBCPS Essential Teacher PL Sessions	K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL)	Various summer sessions 2024 Preservice week 2024 Ongoing and job-embedded in 2024-25

*\*Per VDOE directions, this plan reflects elementary, K-5, planning for the 2024-25 school year. Therefore, middle school trainings are not included in the above chart. VBCPS will ensure all required middle school modules and trainings are completed.*

**Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.**

Literacy leaders will receive monthly professional learning (PL) and presentations aligned to the requirements of the VLA and adopted curriculum. They will share the presentations with K-5 teachers (including special education, EL, and gifted teachers) during collaborative meetings at their schools. VBCPS utilizes instructional coaching to deliver PL as every elementary school has at least one reading specialist. This job-embedded PL model will continue throughout 2024-25 to ensure support for the implementation of the adopted curriculum and other requirements of the VLA (e.g., developing student reading plans, clarity on the English Standards of Learning (SOLs), progress monitoring, VALLSS, and parent communication). In addition to the VDOE-VLP Canvas modules, LETRS, and job-embedded PL, HQIM PL sessions will be provided during the summer of 2024 and during preservice week. Administrators will receive PL during spring and summer sessions and regularly scheduled principal

meetings. A framework highlighting the quarterly focus for HQIM and EBLI PL will be provided to principals to guide planning, PL, and feedback on implementation.

## SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as “TBD” until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screening System (VALLSS): Pre-K-3	Beginning, Middle, and End-of-Year	Teachers, reading specialists, Early Literacy Coordinator
NWEA MAP Grades 2-5	Grade 2 - Middle and End-of-Year Grades 3-5 - Beginning, Middle, and End-of-Year	Teachers, reading specialists, special education teachers, EL teachers, K-12 Academic Support Programs Coordinator
VDOE Growth Measures and Standards of Learning Reading Assessment	Beginning, Middle, and End-of-Year	Teachers, reading specialists, special education teachers, EL teachers, building administrators

*In addition to the assessments listed above, VBCPS teachers and specialists utilize ongoing formative assessment to inform and differentiate instruction in the classroom. This will occur through approved core, supplemental, and intervention resources.*

## SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Division Level Analysis of Literacy Assessment Data Meetings	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability	Beginning, Middle, and End-of-Year
School Level Analysis of Literacy Assessment Data	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability, teachers, GRTs, special education teachers, EL teachers, administration, reading specialists, academic coordinators	Beginning, Middle, and End-of-Year (more frequently as needed)
School Level Collaborative Data Analysis and Planning Sessions	Teachers, GRTs, special education teachers, EL teachers, administration, reading Specialists,	Ongoing (weekly to monthly)

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
	Department of Teaching and Learning specialists	
Student Reading Plan Progress Monitoring and Student Response Team Meetings	Teachers, GRTs, special education teachers, EL teachers, administration, reading specialists, Department of Teaching and Learning, and school academic coordinators	Ongoing
Classroom Learning Walks/Observations Feedback Tools and Platform	Department of Teaching and Learning, Department of School Leadership, administration and teachers	Ongoing
VBCPS Spring Survey of Staff, Families, and Partners	Director of Research and Evaluation	Annually

## SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

VBCPS will ensure families are aware of the Virginia Language and Literacy Screening System results by utilizing the VLP family letters and score reports. Additional communication will be provided to families of students whose literacy assessment results indicate the need for a Student Reading Plan. Families will be invited to participate in the development of their child's Student Reading Plan. Parents will receive a copy of the Student Reading Plan and be provided progress updates. In the spring, a survey will be provided to parents to solicit their feedback on their experience regarding the Student Reading Plan.

Describe your plan to build successful school, parent, caregiver, and community partnerships especially in relation to literacy development.

VBCPS prioritizes strong partnerships as outlined in our Strategic Framework, Goal 5: Mutually Supportive Partnerships. VBCPS is currently developing a division literacy webpage to add to our division website. This will provide families with information and resources to support students' literacy growth at home. The web page will share the VBCPS K-12 literacy vision, goals, instructional resources, and helpful links to EBLI resources. The webpage will link to each school's webpage so parents can easily find contact information for school staff, including administrators and reading specialists. It will also house the current Division Literacy Plan. Division and school-level community newsletters will share critical information related to the Virginia Literacy Act and provide families with important information and resources regarding instruction and assessment.

The following strategies will also be used to grow our partnerships with families and stakeholders.

- Parents and Caregivers - The division website will be updated to include literacy information and resources for parents. Families will receive assessment information regarding their students'

literacy progress. If a student requires a student reading plan, VBCPS will ensure parents/guardians are informed and invited to participate in the development of the plan. Additionally, Title I will host Literacy Family Engagement sessions focused on enhancing family understanding of literacy and building home libraries.

- Community Partnerships - The division will continue to develop meaningful partnerships with universities and other community organizations to support student literacy growth.
- Division Level Outreach - The division will provide helpful videos to explain resources and evidence-based literacy instruction. Course guides and storyboards related to the curriculum will be updated and accessible to families. VBCPS will also ensure principals provide regular updates and assessment information to parents.

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Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division. The Department shall post each division wide literacy plan on its website.

Provide the link to where the division wide literacy plan will be housed on your school division website: [Home - Virginia Beach City Public Schools \(vbschools.com\)](http://Home - Virginia Beach City Public Schools (vbschools.com))

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## DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

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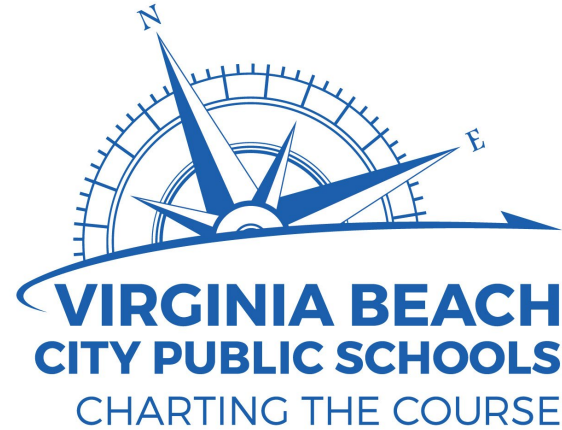
Division Superintendent/  
Authorized Designee Signature

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Print Name

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Date



# Division Literacy Plan (DLP)

School Board Information  
May 14, 2024

Department of Teaching and Learning

# VDOE Updated Guidance (as of 4/25/24)

## VIRGINIA LITERACY ACT



- ~~K-8~~ **K-3** VALLSS screener
- ~~K-8~~ **K-3** student reading plans
- ~~K-12~~ **K-5** Division Literacy Plan (DLP) 2024-25
- VDOE approved intervention/supplemental list (**Dec 2024**)
- Updated ELA standards
- VDOE approved core textbook for elementary
- VDOE professional learning



# DIVISION LITERACY PLAN

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- Stakeholder input
- VDOE Division Literacy Plan (DLP) template
- Initial submission - July 1, 2024
- Full submission - December 6, 2024



# DIVISION LITERACY PLAN

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## **VDOE Division Literacy Plan template sections:**

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials (HQIM)
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

# DIVISION LITERACY PLAN

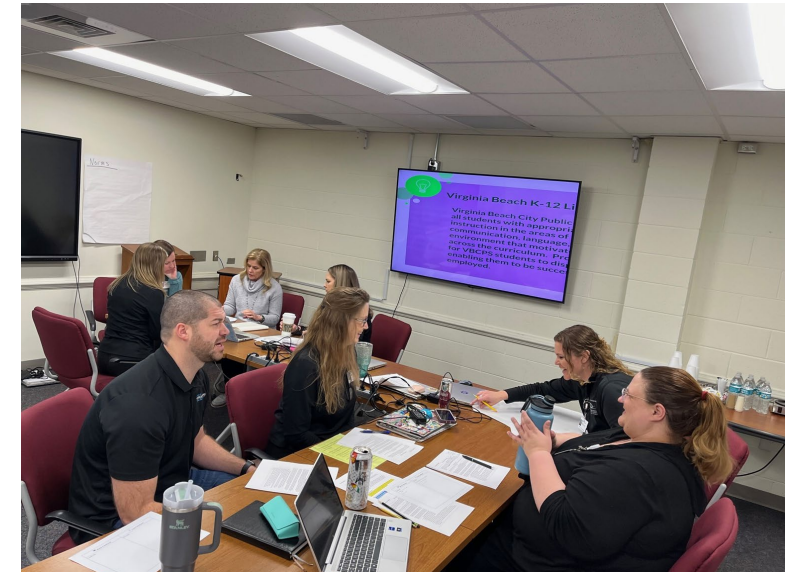


## Section One: Planning for Comprehensive Communication

### VBCPS School Division Literacy Vision:

*All students actively engage in evidence-based literacy instruction that inspires learning, growth, and joy.*

*Working in partnership with families and our community, we empower all students to acquire the literacy skills necessary for success in school and life.*



# DIVISION LITERACY PLAN



## Section Two: Selecting High-Quality Instructional Materials (HQIM)

	GENERAL EDUCATION
Core (K-5):	HMH into Reading
Supplemental Instruction (K-5):	TBD
Intervention (K-5):	SIPPS - Early Intervention Reading Initiative [EIRI] (K-3) Read 180 Code Flex (3-5)





# DIVISION LITERACY PLAN

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## Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

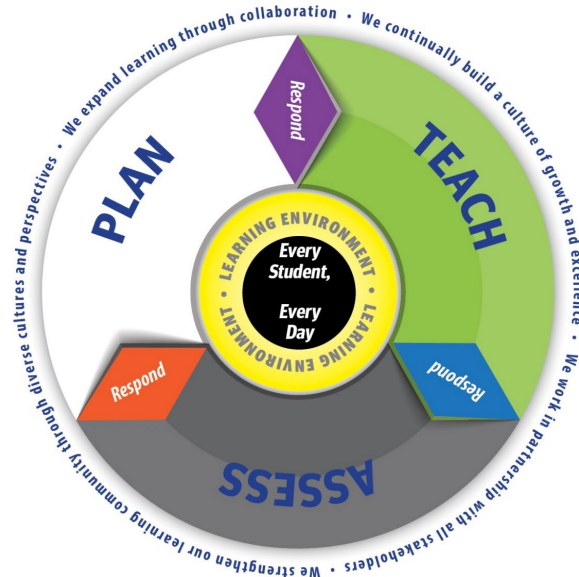
- Reading Specialists - VDOE Reading Institutes and Canvas modules
- Teachers - VDOE Virginia Literacy Partnership (VLP) Canvas modules or LETRS Volume I + VLA Capstone module
- Principal and Assistant Principal VDOE Reading Institute (in-person)
- Houghton Mifflin Harcourt (HMH) elementary core textbook professional learning
- VBCPS professional learning

# DIVISION LITERACY PLAN



## Section Four: Monitoring Student Assessment and Progress

- Student assessments, screeners, and diagnostic assessments



# DIVISION LITERACY PLAN



DRAFT COPY SUBJECT TO CHANGE

## Section Five: Assessing Division Level Progress

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Division Level Analysis of Literacy Assessment Data Meetings	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability	Beginning, Middle, and End-of-Year
School Level Analysis of Literacy Assessment Data Meetings	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability, Teachers, GRTs, Special Education Teachers, EL Teachers, Administration, Reading Specialists, Academic Coordinators	Beginning, Middle, and End-of-Year (more frequently as needed)

# DIVISION LITERACY PLAN



## Section Six: Engaging Parents, Caregivers, and Community

- Mutually supportive partnerships
- Student reading plan communication
  - Notification and family participation
  - Progress monitoring
- Divisionwide web page and family outreach
  - Family resources and information
  - Division Literacy Plan (DLP)







# Division Literacy Plan (DLP)

## Questions

School Board Information

May 14, 2024

Department of Teaching and Learning



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

**Section:** Information **Date:** May 14, 2024

**Senior Staff:** Danielle E. Colucci, 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

**Recommendation:**

That the School Board receive information regarding the notification that the administration intends to apply for the following federal grants for the 2024-2025 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.

## Federal Grant Applications

Name	Description	Anticipated Funding Level
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (LEA)	\$17,633,295
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk	\$161,169
Title II, Part A	Supporting Effective Instruction	\$2,021,625
Title III, Part A	Language Instruction for English Learners and Immigrant Students	\$255,554
Title IV, Part A	Student Support and Academic Enrichment Grants	\$1,038,157
	<b>Total</b>	<b>\$21,109,802</b>

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

Title I, Part A, provides supplemental educational services for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. Title I of ESEA provides financial assistance to support instructional programs in school divisions and schools with high 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

2024-2025  
Individual Program Application

Due by July 01, 2024

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

Place an "X" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division				
Applicant (Legal Name of Agency):	Division Number:		Title I, Part A, Coordinator:	
Va Beach City Public Schools		128	Laura Silverman	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-236-1450	Ext:	
2512 Geroge Mason Drive, Virginia Beach, Virginia 23456	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 28, 2024 .

\_\_\_\_\_  
Superintendent's Signature  
Donald E. Robertson Jr., Ph.D.  
Superintendent's Name  
May 28, 2024  
Date

\_\_\_\_\_  
Board Chairperson's Signature  
Kimberly A. Melnyk  
Board Chairperson's Name  
May 28, 2024  
Date

**Application Submission, Approval, and LEA Expenditure of Funds:** Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

**Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
17,633,295.40	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	17,633,295.40
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation	17,633,295.40

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	

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	

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:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

Describe how the local educational agency’s program activities will align with Virginia’s challenging State academic standards, accountability plan, and agency priorities of setting high expectations for student performance; ensuring every K-12 student has a high quality, licensed teacher; creating innovative pathways for every learning; and promoting parents as partners to increase student achievement. In your description, please include the following information:

a.

The development and implementation of a well-rounded program of instruction to meet the academic needs of all students;

b.

The identification of students who may be at risk for academic failure;

c.

The provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and

d.

The identification and use of evidence-based practices intended to strengthen academic programs and improve school conditions for student learning.

1a.	Identify the core instructional reading program(s) and any supplemental or intervention reading programs used in both Title I and non-Title I schools.
<p>For the 24-25 school year, VBCPS will be implementing HMH into Reading as the core program for grades K-5. To comply with EIRI, SIPPS will be utilized in grades K-3 as the VDOE approved intervention. We will be adding supplemental and intervention resources as the VDOE finalizes approved lists.</p>	

1b.	Identify the core instructional math program(s) and any supplemental or intervention math programs used in both Title I and non-Title I schools.
<p>For the 24-25 school year, VBCPS will be implementing HMH Go Math as the core program.</p>	

1c.	Describe the division's instructional program as supported by the federal grant. Explain how the instructional program is supported through evidence-based practices and 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). 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 identify the individual needs of students, teachers, schools, and families. Title I, Part A funds will support the schoolwide model in sixteen schools in 2024-2025. The overarching focus of the schools will be literacy, mathematics, science/STEM, citizenship and social emotional learning, and family engagement. Title I schools were identified using low-income data from the Community Eligibility Program 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 Virginal 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</p> <p>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.	Identify the multiple data sources relevant to the purpose of Title I, Part A, and describe the needs assessment process including a brief analysis of student achievement data, teacher licensure, parent engagement activities and other data sources reviewed. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
<p>Each Title I school completes a Plan for Continuous Improvement (PCI) and Title I schoolwide plan. In these documents, school leadership teams and other stakeholders work collaboratively to identify the strengths and needs of their school. During needs assessment meetings, leaders review VALLS, Reading Inventory/MAP, Standards of Learning scores, Growth Assessment data, division benchmarks, SEL survey responses, attendance records, discipline data and other data points to identify areas of strength and of needed growth as well as possible solutions to determine actionable steps, evaluations of progress, and Title I budgetary implications. The Department of Human Resources works with school administrators and central office staff to review the credentials and endorsements of all staff hired for Title I schools and ensure that they meet all requirements. Each year, central office staff, school administrators, and instructional staff complete feedback forms to identify the needs and effectiveness of Title I programs. Also, the division holds annual family review meetings and schools work closely with family groups to collect feedback. All feedback from stakeholders is considered in the allocation of funds and development of the grant application. The following areas have been identified as a focus: literacy, math, science/STEM, social emotional learning and citizenship, early childhood supports, and family engagement.</p>	

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, such as: personnel, activities, stipends, etc.
<p>A minimum of two parents from each school are invited to serve on the division Title I family review committee. This 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 families with knowledge, resources, and strategies 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.</p> <p>Families are provided with additional materials and activities to support literacy, math, science/STEM, transitions, and/or social emotional learning. FE liaisons (who receive a stipend) work in collaboration with family outreach representatives to coordinate and implement high-impact and evidence-based family engagement strategies at schools. The focus of this collaboration centers on how to enhance two-communication between the school and families, meaningful experiences and opportunities for families to participate in school learning sessions, volunteering experiences, and access to resources and activities to support student learning.</p>	

4.	Describe the results of prior activities funded with Title I and how the division will use data to continually update and improve activities supported with Title I, Part A, funds. Describe progress made toward meeting measurable objectives from the 2023 application.
<p>Stakeholder feedback shows that additional staff funded from Title I funds is valued in our Title I programs. Also, instructional materials for students and teachers to use in schools and for families to use in the home environment provide opportunities for children to maximize their learning. Additional instructional opportunities to include tutoring, field trips, and summer programs continue to offer experiences for enrichment and acceleration of learning. Each Title I school monitors data from different content areas throughout the school year and document this progress in their school's Plan for Continuous Improvement (PCI). This information is formally reviewed by central office and school staff at quarterly school support meetings. These meetings focus on the goals set at the beginning of the year for each content area, data collected related to progress on each goal, and action steps that will be taken based on the analysis of current performance and needs. Revisions to action steps and spending plans are made as needed based on the data analysis. Title I office staff participate in these meetings and use the data shared to support the use of Title I funds. In the VALLS, bands of risk are only populated at the beginning and end of the school year. In the middle of the year screening window, schools are asked to use the results as progress monitoring. Since students in grade K-3 are still firming up their foundational reading skills, it is appropriate to look at the code-based subtests. Schools review and analyze these subtests to ensure students are moving through the continuum of learning and to identify areas where additional instruction is required.</p> <p>In most school support meetings, Title I schools have shared that the midyear data shows an overall growth for students in most areas on the assessment. Specific areas where trends show needed growth continue to be a focus for instruction. Students in our Title I schools are making progress towards proficiency in science and demonstrated more proficiency on the division benchmark items which required a recall depth of knowledge. Noted needs include the science and engineering practices of analyzing data and planning and conducting investigations. Students in Title I schools who have participated in the optional digital midyear math benchmark have shown an overall growth in performance across all grade levels. The schools' average growth by quantile points ranges from 68-130 quantile points. Areas of continued focus will be computational fluency, problem solving, and fractions/decimals. Students' responses to the beginning of the year SEL survey as well as qualitative data collected from school staff shows that schools are working towards building a greater sense of belonging for students, staff, and families. Student discipline data is continually monitored to identified multi-tiered systems of support required to meet the needs of all students. A focus on building staff capacity and supporting students and families who show needs in SEL, citizenship, and behavior will continue. Pre-K students have shown growth in all areas of the VALLS midyear assessment with the greatest growth in syllable segmenting.</p>	



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 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 team collaborates with various division departments and offices, including, but not limited to, the Department of School Leadership, Technology, Human Resources, Budget and Finance, Family and Community Engagement, Student Support Services, Transportation and the Office of Programs for Exceptional Children, to provide strategic support to 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 office and provides students and families the opportunity to learn 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. 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. The Title I director works with other community members such as Virginia Beach GrowSmart and 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. Title I, Part A

also supports a Reading Bus for children ages two to five and their families to participate in engaging interactive early literacy activities.

D. 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 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.

3. Include all applicable grade spans supported by Title I, Part A funding.

Measurable Objective 1:

By June 2025, 90% of families who complete the end of year Title I Family Engagement feedback form will respond favorably to questions related to two-way communication (school and families) and meaningful family engagement activities that relate to academic learning and supports.

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 and Family and Community Engagement office. 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 cowritten with families and school staff. D) Family Outreach Representatives will provide additional supports to implement high impact family engagement practices by family outreach representatives. E) Title I schools will hold annual Title I meetings with families 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 division 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 families 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 for the future. 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. K) Schools will offer several opportunities throughout the school year for families to provide input towards the use of Title I funds and family engagement. L) Central office and school staff will participate in professional learning opportunities to continue to build their capacity related to family engagement. M) Schools will work to communicate with families in their home languages.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By June of 2025, 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 2025, 85% or higher of Title I students in grades 3-8 will earn a Proficient or Advanced on the Spring Reading Virginia Standards of Learning 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 reading instructional coaches (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 instructional coaches 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 instructional coaches by the Department of Teaching and Learning curriculum team and Title I team. G) Title I reading instructional coaches, 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 but not limited to phonics and phonemic awareness morphology, and fluency.

Measurable Objective 3:

By June of 2025, 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 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 instructional 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 instructional 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 instructional 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 and Math Facts computer-based program will be used in grades third through eighth as an additional resource to provide supplemental support.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:
By June of 2025, students in grades 3-5 will report a 2% favorable increase in how much they believe they can succeed in achieving academic outcomes as measured by the student SEL survey within the topic area of Self-Efficacy. By June of 2025, students in grades 6-8 will report a 3% favorable increase in how much they believe they can succeed in achieving academic outcomes as measured by the student SEL survey within the topic area of Self-Efficacy.

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 on fostering self-efficacy, 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.).

Measurable Objective 5:
By June 2025, 100% of Pre-Kindergarten students who take the Virginia Kindergarten Readiness Program Assessment (VKRP) will fall in the strong band of Mathematics on the Early Mathematics Assessment System (EMAS) and the strong band for Letter Name 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 coaches 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 evidence based mathematics and literacy instruction will be provided through the coaching model and professional conferences/workshops in and outside of the division. D) The use of digital programs such as Ignite by Hatch will be used by all Pre-K students to support their mathematics and 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 on the subject of using VKRP 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 for literacy and mathematics standards/objectives.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:
By June of 2025, 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 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 science and engineering practices (SEPs) (formative assessments, 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.

Measurable Objective 7:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

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

Measurable Objective 9:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 10:

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

2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title I, Part A, Improving Basic Programs	
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 2024-2025 Award: S010A240046 Project Code: APE42901		
		Allocation:	17,633,295.40	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	4,659,187.25		
	Set-Aside	5,476,228.34		
	Parent and Family Engagement Set-Aside	392,931.55		
	Private School Set-Aside	0.00		
	Total Personal Services	10,528,347.14		Yes
2000 - Employee Benefits	Non Set-Aside	1,147,316.77		
	Set-Aside	2,278,589.99		
	Parent and Family Engagement Set-Aside	129,761.50		
	Private School Set-Aside	0.00		
	Total Employee Benefits	3,555,668.26		Yes
3000 - Purchased/ Contracted Services	Non Set-Aside	82,419.00		
	Set-Aside	807,418.49		
	Parent and Family Engagement Set-Aside	19,683.43		
	Private School Set-Aside	0.00		
	Total Purchased/Contracted Services	909,520.92		Yes
4000 - Internal Services	Non Set-Aside	0.00		
	Set-Aside	31,400.00		
	Parent and Family Engagement Set-Aside	1,350.00		
	Private School Set-Aside	0.00		
	Total Internal Services	32,750.00		Yes
5000 - Other Charges	Non Set-Aside	10,000.00		
	Set-Aside	401,515.75		
	Parent and Family Engagement Set-Aside	0.00		
	Private School Set-Aside	0.00		
	Total Other Charges	411,515.75		Yes
6000 - Materials and Supplies	Non Set-Aside	629,256.18		
	Set-Aside	1,344,047.06		
	Parent and Family Engagement Set-Aside	222,190.09		
	Private School Set-Aside	0.00		
	Total Materials and Supplies	2,195,493.33		Yes
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		Yes
TOTAL BUDGET		17,633,295.40		
TOTAL PARENT AND FAMILY ENGAGEMENT SET- ASIDE		765,916.57		
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		
		Difference	-	
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2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part A, Improving Basic Programs

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 (2023-2024) 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 specialists/coordinators who oversee the Title I program, office associates, a social worker for homeless support, family outreach representatives, multi-tiered systems of support (MTSS) specialists, Title I instructional coaches, Pre-K instructional specialist, Pre-K instructional coaches, Pre-K family engagement (FE) specialists, behavior intervention teachers, 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, bookkeepers, & 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 (coaches to support literacy, math, and science, instructional administrative assistants, a 0.4 GRT, teacher assistants, school counselors, etc). It should be noted that the 8 counselor FTEs serve 14 of our Title I schools and the 3 Instructional administrative assistants serve 6 of our Title I schools.

Types of Staff Positions	Measurable Objective	Set Aside Category	FTEs	Total Cost
Director, 6 Specialists/Coordinators, 2 Associates, Analyst	all	Division	10.00	870,415.01
Interventionists	2,3	Division		402,546.56
Workshop Pay: Saplings Program and Staff Training; Stipends: Bookkeepers	all	Division		59,200.00
4 Behavior Teachers	4	Division	4.00	282,858.49
STEM/Summer Learning Camp (tchrs/assistants/stipends/nurses)	2,3,4,5,6	Division		973,969.50
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 Instructional Coaches, 1 ESL Teacher, 4 MTSS Coaches	2,3,4,6	Division	7.00	487,029.62
School-based Instructional Coaches/Teachers Salary Differential	2,3,6	Division		1,101,521.86
School-based Counselor Salary Differential	4	Division		60,997.98
School-based Instructional Admin Assistants Salary Differential	1,2,3,4,6	Division		47,745.00
School-based Teacher Assistant Salary Differential	2,3,4,6	Division		140,820.74
(PI) 2 FE Specialists, 1 Pre-K Instructional Specialist, 2 PreK Behavior Teachers	1,2,3,4,5	Early Childhood	5.00	424,413.93
5 Pre-K Instructional Coaches/Teachers	1,2,3,4,5	Early Childhood	5.00	430,523.80
4 Family Outreach Representatives	4	PFE (Division)	4.00	308,910.88
1 Office Associate	1,5	Early Childhood	1.00	36,533.20
Homeless Liaison, Tutors, Bus	1,2,3,4,6	Homeless	1.00	122,652.65
(PI) Reading Bus	1,2,5	PFE (Division)		63,620.67
(School) Instructional Admin Assistants	1,2,3,4,5,6		3.00	166,278.00
(School) Teacher Assistants	2,3,4,6		24.00	503,204.50
(School) School-based Instructional Coaches/Teachers	2,3,6		54.40	3,015,174.40
(School) School-based Counselors - 7 ES, 1 MS	4		8.00	441,002.72
(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

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G. TRANSFERABILITY

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

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

		Title II, Part A, Transferability Award S367A240044 Project Coe APE61481			Title IV, Part A, Transferability Award S424A240048 Project Code APE60019			
		0.00			0.00			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM					DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
	Non Set-Aside	0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00			
		0.00			0.00		Yes	
TOTAL PARENT AND FAMILY ENGAGEMENT SET- ASIDE		0.00			0.00			
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00			0.00			
		Yes					Difference	-

















**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 encourages 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 families 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 one NMSI schools. VBCPS also collaborates with Equal Opportunity Schools (EOS) to work with eleven 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 overuse of 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. In addition, VBCPS implements the following initiatives: Behavior and Social Emotional (BASE) Program, Rapid Response at elementary schools, Bridge Program at secondary schools, Communities in Schools, Responsive Classroom Practices, and Schoolwide Behavior Intervention Support Professional Learning, which is grounded in the Behavior Intervention Support Team (BIST) philosophy.



L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the targeted assistance program in Title I schools. Include the approximate number of students served, who provides services, and how often services are provided.

Virginia Beach City Public Schools does not have any 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 2024-2025

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 2024-2025. Were new schoolwide schools identified on the Identification of Title I Schools Form submitted in the spring? Have schoolwide plans for new schoolwide schools been reviewed by a Title I specialist?

Virginia Beach City Public Schools will add Pembroke Elementary School as a new schoolwide program for the 2024-2025 school year. The Identification of Title I Schools Form and new schoolwide plan have been submitted by the deadlines provided.

Name of schools 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
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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 2024-2025 school year.		
Staff Category	Staff FTE 2024-2025	Percentage Qualified 2024-2025
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support)		
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 FTE 2024-2025	Percentage Qualified 2024-2025
Paraprofessionals	241	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, 2022

\$12,836.00

(B) For FY Ending June 30, 2023

\$13,819.00

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”)

<div></div>	Free/Reduced Lunch/Household Applications	<div>X</div>	CEP
<div></div>	Temporary Assistance for Needy Families (TANF)	<div></div>	Children Eligible for Medicaid
		<div></div>	Most Recent U. S. Census Bureau Information

Rank by:

X

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

Rank Order

Grade Span(s) Served:

First Grade Span

PK - 05

Second Grade Span  
(if applicable)

KG - 05

Third Grade Span  
(if applicable)

06 - 08

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools?

X

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 2024.

Do Not Copy & Paste Information into this Section

		Total Number of Children Residing in Attendance Areas							
Name of Public School	Grade Span of School	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	387		287	287	Yes			
Parkway Elementary	PK - 05	460		319	319	Yes			
Diamond Springs Elementary	PK - 01	495		342	342	Yes			
Newtown Elementary	02 - 03	451		308	308	Yes			
Williams Elementary	04 - 05	445		293	293	Yes			
Bayside 6th Grade Campus	06 - 06	295		189	189	Yes			
Bayside Middle	06 - 08	651		417	417	Yes			
College Park Elementary	PK - 05	479		306	306	Yes			
Holland Elementary	PK - 05	454		276	276	Yes			
Lynnhaven Elementary	PK - 05	366		214	214	Yes			
Bayside Elementary	PK - 05	517		291	291	Yes			
Point O' View Elementary	KG - 05	715		402	402	Yes			
Thalia Elementary	KG - 05	588		316	316	Yes			
Green Run Elementary	KG - 05	338		181	181	Yes			
Pembroke Elementary	KG - 05	550		292	292	Yes			
Rosemont Elementary	PK - 05	389		198	198	Yes			
Bayside High	09 - 12	1802		879	879	Yes			
Birdneck Elementary	PK - 05	604		291	291	Yes			
Green Run High	09 - 12	1287		618	618	Yes			
Larkspur Middle	06 - 08	1421		680	680	Yes			
Woodstock Elementary	KG - 05	717		340	340	Yes			
Windsor Oaks Elementary	KG - 05	498		235	235	Yes			
King's Grant Elementary	KG - 05	483		227	227	Yes			
Corporate Landing Elementary	KG - 05	432		199	199	Yes			
Luxford Elementary	PK - 05	502		231	231	Yes			
Lynnhaven Middle	06 - 08	668		305	305	Yes			
Arrowhead Elementary	PK - 05	528		232	232	Yes			
Linkhorn Park Elementary	PK - 05	518		226	226	Yes			
Malibu Elementary	PK - 05	421		179	179	Yes			
Brookwood Elementary	KG - 05	578		244	244	Yes			
Alanton Elementary	KG - 05	631		264	264	Yes			
Brandon Middle	06 - 08	1009		416	416	Yes			
Virginia Beach Middle	06 - 08	558		221	221	Yes			
Windsor Woods Elementary	PK - 05	466		184	184	Yes			
Pembroke Meadows Elementary	PK - 05	497		196	196	Yes			
W.T. Cooke Elementary	PK - 05	599		234	234	Yes			
Tallwood Elementary	KG - 05	539		209	209				
Kempsville Meadows Elementary	PK - 05	448		171	171				
Independence Middle	06 - 08	1176		436	436				
Corporate Landing Middle	06 - 08	1005		370	370				
Glenwood Elementary	PK - 05	985		350	350				
Plaza Middle	06 - 08	1013		358	358				
Kempsville High	09 - 12	1931		679	679				
Tallwood High	09 - 12	1797		609	609				
Kempsville Middle	06 - 08	706		239	239				
Landstown Elementary	KG - 05	639		211	211				
Green Run Collegiate	09 - 12	360		117	117	Yes			
Indian Lakes Elementary	KG - 05	501		162	162				
Kempsville Elementary	PK - 05	498		158	158				
Fairfield Elementary	KG - 05	484		151	151				
Providence Elementary	PK - 05	563		174	174				
Landstown Middle	06 - 08	1240		367	367				
Landstown High	09 - 12	2101		621	621				
Princess Anne High	09 - 12	1656		477	477				
First Colonial High	09 - 12	1567		448	448				
White Oaks Elementary	PK - 05	630		180	180				
Salem Middle	06 - 08	1086		293	293				
Christopher Farms Elementary	PK - 05	615		160	160				
Ocean Lakes Elementary	PK - 05	571		144	144				
Salem High	09 - 12	1623		407	407				

\*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	69.1%
PK - 02	
PK - 03	
PK - 04	
PK - 05	38.3%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	31.6%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 06	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	65.8%
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	64.1%
06 - 07	
06 - 08	34.3%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	30.0%
10 - 12	
11 - 12	

2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title I, Part A, Improving Basic Programs	
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			881,664.77	
Indicate amount of set-aside for each category, if applicable:				
	Set-Aside for Teacher Incentives and Rewards Comprehensive			
	Set-Aside for Teacher Incentives and Rewards Targeted			
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement	0.00		
DIVISION LEVEL: PROGRAM ADMINISTRATION				
	(1000) Personnel Services		4,462,104.76	
	(1000) Personnel Services - Salary Differential		0.00	
	(2000) Employee Benefits		1,905,688.75	
	(2000) Employee Benefits - Differential		0.00	
	(3000) Purchased/Contracted Services		768,234.99	
	(4000) Internal Services		30,000.00	
	(5000) Other Charges		380,515.75	
	(6000) Materials and Supplies		1,173,673.25	
	(8000) Capital Outlay		0.00	
Initiatives				
	Title I Early Childhood Budget (Personnel and Program)		1,456,057.53	
	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		0.00	
Parent and Family Engagement (Required if allocation is \$500,000 or more)			0.00	
	Amount of school division allocation ESEA funds (from Page 2):		17,633,295.40	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)		176,332.95	
	90 percent of 1 percent must be used at the school level	158,699.66		
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	17,633.30		
	Additional Parent and Family Engagement Funds	589,583.62		
	Has the required parent and family engagement set aside been met?	Yes		
Homeless (as necessary based on needs identified on homeless tab, question 2)			160,424.60	
Foster Care (as necessary)			0.00	
Neglected/Delinquent (as necessary)			2,500.00	
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			11,105,116.20	

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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.)

X

No (If division participated in the bypass)

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 I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular MailCertified Mail

Telephone CallsMeetings

Visits to the Private SchoolOther (Please specify)

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

4,631.00
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.

0.0000000

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

a. Total Title I, Part A Allocation	17,633,295.40
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 zones attend.
- In Column C, enter the number of low-income students that attend the participating private school.
- In Column D, enter the number of students in academic need attending the private school participating in services for the **2024-2025** award year. These students may not be low-income students but must reside in Title I attendance zones.
- In Column E, enter the description of services provided for participating children.
- In Column F, enter the amount of funds obligated to support eligible children.

[illegible]

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 schools in comprehensive support and improvement.

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 works in coordination with the Office of School Quality to meet the expectations set forth by VDOE. As indicated in the Virginia Support Framework and Virginia Continuous Improvement Process, a variety of stakeholders will partner to analyze data, identify needs and determine support. The Department of Teaching and Learning, the Department of School Leadership, the Department of Human Resources, the Office of Programs for Exceptional Children, the Office of Planning, Innovation and Accountability, the Office of Professional Growth and Innovation, and the Family and Community Engagement Office review data and collaborate with administration and leadership teams in schools to determine areas of need. The school principal has and will continue to work with the instructional leadership team, the parent teacher association, and the school planning council to include families and community members in the continuous improvement process. Based on analysis of data, evidence-based interventions will be selected to implement. The schools will include goals, action steps, and intermediate measures for progress monitoring. Additionally, staffing, master schedules, and student data will be monitored at the division and school level to ensure the plan can be realistically implemented.

W. SKIPPED SCHOOL PROVISION

1.	If on the Allocation to Eligible Schools Table on the 35% Tab, a school was “skipped” that was eligible for Title I under the Eligible Attendance you selected, provide the name(s) of the school(s) in the box below. Include the rationale for choosing to “skip” the school(s) below.
<div>Virginia Beach City Public Schools did not skip any schools.</div>	

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 the skipped school provision and did the division allocate the amount of funding to the skipped school(s) they would have received were they served under Title I, Part A?

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

☐ Yes

☐ No (The school(s) above cannot be skipped)

2.	If yes, explain how the provision was met in the section below. Include the amount of funding provided and the funding source(s).
<div></div>	

2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part A, Improving Basic Programs

X. NEGLECTED CHILDREN AND YOUTH

All school divisions must complete this page.

LEA Neglected Facility Contact

Email Address

Phone Number

James Miller

James.Miller@vbschools.com

(757)-648-6000

Provide the name of any residential neglected facilities that participated in the Title I, Part A neglected set-aside during the 2023-2024 school year and the number of students that received services ages 5-21.

Neglected Facility Name	Number of Students that Received Services Ages 5-21 (2023-2024)	Contact Name from the Neglected Facility	Location of Educational Services	Contact Number and Email
Seton Youth Shelters (Girls)	18	Tareek Massey/ David E. Mount	Local Neglected Facility	757-498-4357
Seton Youth Shelters (Boys)	12	Tareek Massey/ David E. Mount	Local Neglected Facility	757-498-4357

5

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.

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2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part A, Improving Basic Programs

X. NEGLECTED CHILDREN AND YOUTH (CONTINUED)

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

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

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

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

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

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

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

1.	Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.
VBCPS partnered with the Title I, Part D, Subpart 2, coordinator and the identified neglected facilities within the geographic boundaries 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: a. Describe the facility and/or population that will be served. b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk c. 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 students can be found on

[Virginia’s Title I, Part D website](#)

or by contacting Gueringe’ Ricardson, Title I Specialist, at [Gueringe.Richardson@doe.virginia.gov](mailto:Gueringe.Richardson@doe.virginia.gov) or at (804) 750-8146.

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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:

Jennifer Knight

138

Total number of children and youth identified as foster care child (45 CFR 1355.20) in the school division (year-to-date) for the 2023-2024 school year.

1.	How did the school division determine that 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

755

Total number of children and youth identified as homeless in the school division (year-to-date) for 2023-2024 based on the definition in Title IX, Part A, Section 725 (\*place mouse curser 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 and transportation to participate in school activities.
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. Additional funding is provided by McKinney-Vento.

Y. HOMELESS CHILDREN AND YOUTH (CONTINUED)

	e.	How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?	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.
	f.	What process will the school division use to reassess how it meets the needs of these students throughout the year?	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 2024-2025. Regular collaboration between the liaison and the Title I team will take place to reassess needs throughout the school year.
	g.	How much of last year’s homeless set-aside was used to serve students experiencing homelessness?	The set-aside for the 2023-2024 school year has been used effectively to meet the needs of students experiencing homelessness.

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(c)(3)(A)-(C). Place cursor over this comment for the legislative text.
Title I, Part A funding assists Project HOPE-Virginia Beach with providing an array of services. The school social worker assigned to Project HOPE coordinates services to eligible students. These services include: assisting schools immediately to enroll students, ensuring transportation to and from school for all eligible students and coordinating tutoring, mentoring and other services which promote academic success of students. Funds from other sources 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)]	
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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: <a href="http://www.wm.edu/hope">www.wm.edu/hope</a> or by contacting Project HOPE-VA, Virginia’s Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: <a href="mailto:homlss@wm.edu">homlss@wm.edu</a> .
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2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title I, Part A, Improving Basic Programs						
Z. EARLY CHILDHOOD PROGRAM (if applicable)									
Number of Participating Students:	65								
Number of Eligible Students on Waiting List:									
Number of Participating Schools or Centers:	30								
Number of Title I Funded Teachers:									
Number of Title I Funded Paraprofessionals:									
Number, Titles and Brief Job Descriptions of Other Personnel Funded by Title I: • Be specific. Describe the type of personnel such as specialists, coaches, administrative and support staff including the number of each funded with Title I funds.	Pre-K instructional specialist: Supports the development and implementation of the written curriculum and professional development; Pre-K resource instructional coaches: 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: support in the purchasing, enrollment process, and other administrative/clerical tasks for the Pre-K program								
Describe the Early Childhood Program expenditures, including how the expenditures relate to the staff on line 9:	Title I funds are used to fund the salaries/benefits of Pre-K central office staff who provide the written curriculum, coach teachers and teacher assistants, provide professional development, and coordinate and manage all of the application and registration process for Pre-K. In addition, Title I funds are used to pay for instructional materials for classroom instruction and home learning, summer transition and enrichment programs, transportation, translation and interpretation services for families who speak a different home language, and field trips/outreach.								
Average Number of Pupils Per Class/Average Class Size:	18.00								
Number of Classrooms:	53								
Title I Early Childhood Budget (Personnel and Program):	1,456,057.53								
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?	Yes								
<table><tr><td colspan="3"></td></tr><tr><td></td><td>Half Day</td><td>X</td></tr></table>								Half Day	X
	Half Day	X							
STREAMin3									
Virginia Kindergarten Readiness Program (VKRP)-VALLS, EMAS, CBRS									
X	Virginia Preschool Initiative	X							
X									
	Others (specify)								
4		9/30/2024							

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) \$891,470.93 (2000) \$336,529.29 (3000) \$39,183.50 (4000) \$0.00 (5000) \$21,000.00 (6000) \$167,873.81

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	Dr. Joshua 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	Lori Hasher - 2213 Round Hill Drive; Virginia Beach, VA 23464	College Park 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	Point O'View 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	Luxford Elementary; Diamond Springs Elementary		
Lynnhaven Elementary	Dr. TaShenna Wiggins - 210 Dillon Drive; Virginia Beach, VA 23452	Lynnhaven Elementary		
Malibu Elementary	Courtney Scarcelli - 3632 Edinburgh Drive; Virginia Beach, VA 23452	Thalia 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	Krista Clark - 820 Cathedral Drive; Virginia Beach, VA 23455	Diamond Springs Elementary; Luxford 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	Parkway Elementary		
Shelton Park Elementary	Tara Brewer - 1700 Shelton Road; Virginia Beach, VA 23455	Bayside Elementary; Diamond Springs Elementary		
Thalia Elementary	Nicole Keros - 421 Thalia Road; Virginia Beach, VA 23452	Thalia Elementary		
Three Oaks Elementary	Ann Shufflebarger - 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	Danielle Williams - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462	Parkway Elementary		
Windsor Woods Elementary	Dr. Michala Cardwell - 233 Presidential Blvd.; Virginia Beach, VA 23452	Lynnhaven Elementary		
Williams Elementary	Matt Orebaugh - 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, 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).

**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.

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5/1/2024

Title I, Part A  
Individual Application

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).
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- 5/1/2024

Title I, Part A  
Individual Application



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 I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

2024-2025

Individual Program Application

Due by July 01, 2024

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 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:
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 05/28/24 .

Superintendent's Signature

Donald E. Robertson, Jr., Ph.D.

Superintendent's Name

05/28/24

Date

Board Chairperson's Signature

Kimberly A. Melnyk

Board Chairperson's Name

05/28/24

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** This application for Federal Funds is due by July 01, 2024.

**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

2023-2024 Allocation	2023-2024 Consolidated	Eligible Program	2024-2025 Allocation Total
161,169.11	No	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	161,169.11
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation Available for Title V, Part B, Subpart 2	161,169.11

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 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:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM INFORMATION

1.	<p>Describe how the school division’s program will support the goals of ESEA, as amended:</p> <ul style="list-style-type: none"><li>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;</li><li>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</li><li>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.</li></ul>
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In support of neglected, delinquent, and at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D ESEA funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services to facilitate transitions between correctional and delinquent facilities with the Local Educational Agency. 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 provided a formal educational program through VBCPS. The transitioning of students from VBJDC or a delinquent facility to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). One SSS, supported by Title I, Part D, Subpart 2 funds and assigned to the alternative education center, provides services and case management to students housed at the delinquent facility and to those transitioning into the alternative education center. The LEA operates one 289,000 square foot alternative education center, Renaissance Academy (RA), for high school and middle school students. 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 all serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school.

2.	<p>Provide a description of the needs assessment that was conducted to support the proposed activities.</p> <p>Program stakeholders are regularly consulted to determine supplemental materials and services to be used to support programs for at risk students enrolled at RA. The delinquent facility 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.</p>
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C. COORDINATION OF SERVICES

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

VBCPS will coordinate internal resources to execute high quality education programs at the VBJDC as well as in comprehensive schools and alternative centers throughout the city to prepare students for secondary school completion, training, employment, or further education. Division staff will collaborate with parents, the 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 reading program with materials, assists low income students with AP and IB testing fees, and supports graduation labs at two of the comprehensive high schools. 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.







2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E. PROGRAM OVERVIEW

Section 1

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

X

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:	Crisis Intervention Home	Contact Person:	William Wimbish
Address:	811 13th Street	City/Zip Code:	Virginia Beach, VA 23451
Phone (ext):	757-488-9161	E-mail:	wwimbish@tyscommission.org

Indicate type of facility: 

X

ResidentialLocal Correctional FacilityAt-Risk Program

Identify students served: 

X

DelinquentNeglectedAt-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. Please explain each research-based program that will be used to support students (ex. academic, career and technical, social-emotional, behavior management etc.).

2.

Explain how the instructional program is supported through evidence-based practices.

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. Instructional materials support identified student deficiencies as identified by their school of record and communicated through corresponding grades and teacher communications.

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 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.

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School Division: Va Beach City Public Schools

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

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:

a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

b. work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child’s or youth’s entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.

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.

5.

**Transition Plan** – Create and/or revise an existing transition plan and involve the youth and his/her family member and/or guardian. Use the plan to guide educational placement and programming and monitor and revise the plan on an ongoing basis and have the plan easily accessible for all stakeholders. Based on the plan,

a. Describe (in detail) how Title I, Part D, Subpart 2, funds will be used to support the transition plan.

b. Describe (in detail) how Title I, Part D, Subpart 2, funds will be used to operate dropout prevention programs for at-risk students and students returning/transitioning from locally operated correctional facilities.

The transitioning 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 and supported by Title I, Part D, Subpart 2 funds, 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). Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. 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. Students transitioning to the alternative education center, or the comprehensive school setting, receive weekly support from the assigned SSS for a minimum period of 9 weeks. Upon receiving a Transition Plan, communication is made with the assigned SSS, school counselor, and administrator, in order to begin the support

process. While enrolled at the alternative education center, Title I, Part D, Subpart 2 supports multiple dropout prevention programs available to students based upon need, including the Individual Student Alternative Education Plan (ISAEP), the Young Parents Program (YPP) and the Substance Abuse Intervention Program. The VBCPS 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. The Young Parents Program offers counseling, mentoring, and connections with community services for teenage mothers and fathers. SAIP provides counseling and instruction on issues related to drugs, alcohol, and the consequences of their use. These programs all serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school. Title I, Part D, Subpart 2 funds are utilized to provide supplemental instructional supplies related to these programs including the purchase of instructional books, pamphlets, CTE resources, and the purchase of social-emotional learning tools to help students regulate and manage their behaviors.

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4/25/2024

Title I, Part D, Subpart 2  
Individual Application

2024-2025

School Division: Va Beach City Public Schools

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 1

6.

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 (ISAEP) program.

7.

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.

8.

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.

9.

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.

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E PROGRAM OVERVIEW (CONTINUED)			
Section 1			
10.	<b>Coordination with Federal, State, and Local Programs</b> - 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.			
11.	<b>Coordination with Juvenile Justice Programs</b> - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. <b>Not applicable to at-risk programs.</b>		
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.			
12.	<b>Work with Probation Officers</b> - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.		
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.			
13.	<b>Individualized Education Program</b> - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.		
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.			



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E PROGRAM OVERVIEW (CONTINUED)

Section 1

14.

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 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 16-18.

15.

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 16-18 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.

16.

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.

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.

17.

Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally, the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Crisis Intervention Home to encourage and provide supplemental instruction in areas of need. 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.

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 1

18.

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.

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 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.

Section 2

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

X	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:	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

X

At-Risk Program

Identify students served:

X

Delinquent

X

Neglected

X

At-Risk

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School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)	
Section 2	
<div><div>1.</div><div><b>Program Description</b> - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds. Please explain each research-based program that will be used to support students (ex. academic, career and technical, social-emotional, behavior management etc.).</div><div>2.</div><div>Explain how the instructional program is supported through evidence-based practices.</div></div>	<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 (ISAEF) Program, Student Support Specialists, Substance Abuse Intervention Program (SAIP), and Young Parents Program (YPP).</p>
<div><div>2.</div><div><b>Formal Agreements</b> – 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.</div></div>	<p>N/A</p>
<div><div>3.</div><div><b>Coordination for a Comparable Educational Program</b> – 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.</div></div>	<p>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.</p>

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

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:

a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

b. work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child’s or youth’s entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.

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 delinquent facility or transitioning to the alternative center from the Virginia Beach Juvenile Detention Center. 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.

**Transition Plan**

– Create and/or revise an existing transition plan and involve the youth and his/her family member and/or guardian. Use the plan to guide educational placement and programming and monitor and revise the plan on an ongoing basis and have the plan easily accessible for all stakeholders. Based on the plan,

a. Describe (in detail) how Title I, Part D, Subpart 1, funds will be used to support the transition plan.

b. Describe (in detail) how Title I, Part D, Subpart 1, funds will be used to operate dropout prevention programs for at-risk students and students returning/transitioning from locally operated correctional facilities.

The transitioning of students from the Virginia Beach Juvenile Detention Center, or 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 and supported by Title I, Part D, Subpart 2 funds, provides services and case management to students 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). Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. 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. Students transitioning to the alternative education center, or the comprehensive school setting, receive weekly support from the assigned SSS for a minimum period of 9 weeks. Upon receiving a Transition Plan, communication is made with the assigned SSS, school counselor, and administrator, in order to begin

the support process. While enrolled at the alternative education center, Title I, Part D, Subpart 2 supports multiple dropout prevention programs available to students based upon need, including the Individual Student Alternative Education Plan (ISAEP), the Young Parents Program (YPP) and the Substance Abuse Intervention Program. The VBCPS 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. The Young Parents Program offers counseling, mentoring, and connections with community services for teenage mothers and fathers. SAIP provides counseling and instruction on issues related to drugs, alcohol, and the consequences of their use. These programs all serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school. Title I, Part D, Subpart 2 funds are utilized to provide supplemental instructional supplies related to these programs including the purchase of instructional books, pamphlets, CTE resources, and the purchase of social-emotional learning tools to help students regulate and manage their behaviors.

6.

**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 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.

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 2

7.	<b>Coordination with Social, Health, and Other Services</b> - 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>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>	
8.	<b>Partnerships</b> - 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>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. During the school year, multiple career and college fairs are offered to students at RA in order to promote post-secondary options available to students.</p>	
9.	<b>Parent and Family Engagement</b> - 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>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 School Counseling 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>	
10.	<b>Coordination with Federal, State, and Local Programs</b> - 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>	

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E PROGRAM OVERVIEW (CONTINUED)

Section 2

11.	<b>Coordination with Juvenile Justice Programs</b> - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. <b>Not applicable to at-risk programs.</b>
N/A	
12.	<b>Work with Probation Officers</b> - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
<p>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>	
13.	<b>Individualized Education Program</b> - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.
<p>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>	
14.	<b>Alternative Placements</b> - 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>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.</p>	

2024-2025

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 2

15.	<b>Dropout Re-entry, School Completion, Employment</b> – 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 16-18 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.</p>	
16.	<b>Qualified Staff</b> – 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>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.</p>	
17.	<b>Technology Coordination</b> – 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 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 are issued Chromebooks in order to access online coursework and various resources.</p>	
18.	<b>Program Evaluation</b> – 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>Data is used to track student progress of students enrolled in the ISAEP 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. 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. 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>	

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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 3

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

<input 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 <input type="text"/>

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

Facility Name:	<input type="text"/>	Contact Person:	<input type="text"/>
Address:	<input type="text"/>	City/Zip Code:	<input type="text"/>
Phone (ext):	<input type="text"/>	E-mail:	<input type="text"/>

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

Identify students served: ☐ Delinquent ☐ Neglected ☐ At-Risk

1.	<p><b>Program Description</b> - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds. Please explain each research-based program that will be used to support students (ex. academic, career and technical, social-emotional, behavior management etc.).</p> <p>2. Explain how the instructional program is supported through evidence-based practices.</p>
<div></div>	
2.	<p><b>Formal Agreements</b> – 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>
<div></div>	

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E PROGRAM OVERVIEW (CONTINUED)			
Section 3			
3.	<b>Coordination for a Comparable Educational Program</b> – 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.		
4.	<b>Transition Between Facilities</b> – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including: a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling; b. work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child’s or youth’s entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.		
5.	<b>Transition Plan</b> – Create and/or revise an existing transition plan and involve the youth and his/her family member and/or guardian. Use the plan to guide educational placement and programming and monitor and revise the plan on an ongoing basis and have the plan easily accessible for all stakeholders. Based on the plan,  a. Describe (in detail) how Title I, Part D, Subpart 1, funds will be used to support the transition plan. b. Describe (in detail) how Title I, Part D, Subpart 1, funds will be used to operate dropout prevention programs for at-risk students and students returning/transitioning from locally operated correctional facilities.		
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Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 3

6.

**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.

7.

**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.

8.

**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.

9.

**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.

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E PROGRAM OVERVIEW (CONTINUED)			
Section 3			
10.	<b>Coordination with Federal, State, and Local Programs</b> - 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.		
11.	<b>Coordination with Juvenile Justice Programs</b> - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. <b>Not applicable to at-risk programs.</b>		
12.	<b>Work with Probation Officers</b> - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.		
13.	<b>Individualized Education Program</b> - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.		

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E PROGRAM OVERVIEW (CONTINUED)			
Section 3			
14.	<b>Alternative Placements</b> - 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.		
15.	<b>Dropout Re-entry, School Completion, Employment</b> – 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.		
16.	<b>Qualified Staff</b> – 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.		
17.	<b>Technology Coordination</b> – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.		

2024-2025		School Division: Va Beach City Public Schools	Division Number: 128	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk
E PROGRAM OVERVIEW (CONTINUED)				
Section 3				
18.	<b>Program Evaluation</b> – 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.			
Page 24				

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 2024-2025 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 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 2024-2025, 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 16-18 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 2022-23 school year, 152 students sought ISAEP services as an alternative to dropping out of school; 68 students qualified for program enrollment; of the 43 ISAEP students who took the complete test, 43 students (100%) passed the GED® test and completed the CTE training. 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 2024-2025, 90% of students residing long-term at Crisis Intervention 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 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 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. During school year 2022-2023, there were 0 long term residents at the delinquent facilities.

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:

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

Measurable Objective 6:

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

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

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

Measurable Objective 8:

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

G. BUDGET SUMMARY

		Title I, Part D, Subpart 2 Budget for 2024-2025 Award: S010A240046 Project Code: APE42935		
		Allocation:	161,169.11	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	116,400.96		
	Set-Aside			
	Private School Set-Aside			
	Total Personnel Services	116,400.96		Yes
2000 - Employee Benefits	Non Set-Aside	39,267.67		
	Set-Aside			
	Private School Set-Aside			
	Total Employee Benefits	39,267.67		Yes
3000 - Purchased/ Contracted Services	Non Set-Aside	1,500.00		
	Set-Aside			
	Private School Set-Aside			
	Total Purchased/Contracted Services	1,500.00		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	3,426.34		
	Set-Aside			
	Private School Set-Aside			
	Total Other Charges	3,426.34		Yes
6000 - Materials and Supplies	Non Set-Aside	574.14		
	Set-Aside			
	Private School Set-Aside			
	Total Materials and Supplies	574.14		Yes
8000 - Capital Outlay	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		161,169.11		
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.





[illegible]











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](#)

		Title II, Part A, Transferability Award S367A240044 Project Code APE60015		Title IV, Part A, Transferability Award S424A240048 Project Code APE60021		
		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					
	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	-

















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.

<p>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.</p> <p>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.</p> <p>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.</p>
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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.

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
<b>The school division/grantee assures:</b>	
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.	<div>It will adopt and use proper methods of administering each program, including -<div><div>A.</div><div>The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;</div><div>B.</div><div>The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:<div><div>1.</div><div>It will maintain fiscal effort in support of free public education;</div><div>2.</div><div>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;</div><div>3.</div><div>The majority of the resources in the school division are derived from nonfederal funds;</div><div>4.</div><div>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;</div><div>5.</div><div>It will comply with the audit requirements for each program;</div><div>6.</div><div>The federal funds are used to supplement, not supplant regular nonfederal funds;</div><div>7.</div><div>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;</div><div>8.</div><div>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;</div><div>9.</div><div>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;</div><div>10.</div><div>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;</div><div>11.</div><div>It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;</div><div>12.</div><div>It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;</div><div>13.</div><div>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;</div><div>14.</div><div>It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;</div><div>15.</div><div>It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;</div><div>16.</div><div>It will comply with the other application requirements outlined in<div>Section 8501. Private School Children;</div><div>Section 8502. Bypass; and</div><div>Section 8521. Maintenance of Effort under Title VIII –Other Provisions;</div></div><div>17.</div><div>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 <u>before</u> funds can be expended for activities not approved in the original application;</div></div><div>C.</div><div>It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;</div><div>D.</div><div>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;</div><div>E.</div><div>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.</div></div></div></div>
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

2024-2025

Individual Program Application

Due by July 01, 2024

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.

☒ Original

Revision:

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[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:
2512 George Mason Drive		Email:		
Virginia Beach, VA 23456		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 28, 2024.

Superintendent's Signature

Donald E. Robertson, Jr., Ph.D

Superintendent's Name

May 28, 2024

Date

Board Chairperson's Signature

Kimberly A. Melnyk

Board Chairperson's Name

May 28, 2024

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
2,021,625.13	No	Title II, Part A, Supporting Effective Instruction	2,021,625.13
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	2,021,625.13

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	0.00

	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
	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:			
	Amendment:			
2.	Revision:		Date:	
	Amendment:		Date:	
3.	Revision:		Date:	
	Amendment:		Date:	
4.	Revision:		Date:	
	Amendment:		Date:	
5.	Revision:		Date:	
	Amendment:		Date:	
6.	Revision:		Date:	
	Amendment:		Date:	
7.	Revision:		Date:	
	Amendment:		Date:	
8.	Revision:		Date:	
	Amendment:		Date:	
9.	Revision:		Date:	
	Amendment:		Date:	
10.	Revision:		Date:	
	Amendment:		Date:	
11.	Revision:		Date:	
	Amendment:		Date:	
12.	Revision:		Date:	
	Amendment:		Date:	



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 consistend 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.	<b>STAKEHOLDER ENGAGEMENT:</b> List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3))
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. Following the Virginia Support Framework, a variety of stakeholders are consulted/partner to analyze data, determine needs, and develop the program. The Departments of Teaching and Learning (DTAL) and School Leadership (DOSL) take a lead to review data from diagnostic and curriculum assessments to provide ongoing feedback to coaches and principals to support academic progress and improve teacher effectiveness. Input from parents, administrators, and teachers are utilized during the completion of the needs assessment. Information is shared through parent teacher associations and principal advisory committees. 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	
1b.	<b>NEEDS ASSESSMENT:</b> 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 professional development plan with evidence-based practices, programs, and activities outlined in the application. This data analysis should correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
During needs assessment meetings, leaders identify strengths and areas for growth as well as possible solutions to determine a coaching focus. Literacy coaches focus on responding to student needs through evidence-based literacy instruction and math coaches focus 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 2024-25 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. To support teacher retention and staffing support as indicated in the Virginia Support Framework, coaches will continue to play a critical role in the support of new teachers and maintained in this grant.	
2.	<b>USE OF DATA:</b> Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the 2023 application.
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 2023 VALLSS and Reading Inventory data and overall EIRI 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 helps our coaches and division leaders refine their practice and ensure we are meeting teacher/administrator needs. Measurable Objective 3 from the 2023 grant will be met. The reading and math specialist cohorts will be concluding this year resulting in one cohort of teachers with reading specialist endorsements and one cohort of teachers with math specialist endorsements.	

B. PROGRAM OVERVIEW (CONTINUED)

3.	<b>TEACHER QUALITY:</b> Describe results of the <b>2023-2024</b> Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))
<p>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. 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 2023-2024 report, 1.0% of teachers are serving in a placement for which they are not endorsed or licensed, and 2.4% 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.</p>	
4.	<b>PRIORITIZING FUNDS:</b> Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))
<p>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. As indicated in the Virginia Support Framework and Virginia Continuous Improvement Process, a variety of stakeholders partner to identify need and support. 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. Currently, VBCPS does have three schools identified for federal Targeted Support &amp; Improvement Status (Birdneck ES, Point O'View ES, Larkspur MS). This information will be considered when decisions are made regarding coaching support funded through Title II.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

5.	<b>ALIGNMENT TO STANDARDS:</b> Describe how the program activities will align with challenging State academic standards, Virginia’s accountability plan, and agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))
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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. As indicated in the Virginia Support Framework and Virginia Continuous Improvement Process, a variety of stakeholders partner to identify need and support. Through this process, determinations are made regarding 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.	<b>PROFESSIONAL GROWTH:</b> Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))
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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, Elena Aguilar's The Art of Coaching, and 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 PL 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.

2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title II, Part A, Supporting Effective Instruction

B. PROGRAM OVERVIEW (CONTINUED)

7.	<b>PROFESSIONAL DEVELOPMENT:</b> 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.
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 (The Art of Coaching), Jim Knight (Better Conversations and Instructional Coaching) and Diane Sweeney (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. Additionally, funds will be utilized to support travel expenses for central office staff, such as, but not limited to, Title II support staff and grant/finance staff. This will be for VDOE provided professional learning opportunities to support accurate and effective utilization of Title II funds.	
VBCPS utilizes the VBCPS Coaching Profile aligned to the instructional performance state standards. 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.	<b>PROFESSIONAL DEVELOPMENT:</b> If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).
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 2024-25 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. 19 FTEs will be funded through the grant to support schools. Funds will be utilized to support travel expenses for central office staff, such as, but not limited to, Title II support staff and grant/finance staff. This will be for VDOE provided professional learning opportunities to support accurate and effective utilization of Title II funds.	

9.	<b>CLASS-SIZE REDUCTION:</b> 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 practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.
N/A	

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C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

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)

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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, see Guidance pp.6-7
- What is a Measurable Objective?**  
A measurable objective has four components:  
a) **Subject** (Who is the target or focus?);  
b) **Behavior** (What will be changed/improved?);  
c) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and  
d) **Time period** for performance or assessment.
2. Describe the evidence-based practices that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
- NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.**

Measurable Objective 1:

By June 2025, 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. Data are analyzed throughout the year and coaches support by teacher, grade level, and school based on need to support academic growth and likelihood of students meeting proficiency on SOL tests.

\*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.



2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title II, Part A, Supporting Effective Instruction
D. MEASURABLE OBJECTIVES (CONTINUED)			
Measurable Objective 2:			
By June 2025, 85% of Kindergarten through third grade students in schools receiving Title II, Part A, funds via a reading instructional coach will achieve a high benchmark as measured by Virginia Language and Literacy Screening System (VALLSS) status during the spring administration.			
*This will be the first year of VALLSS full implementation. As a new assessment, benchmark data will be collected.			
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 literacy instruction (EBLI). Coaching cycles will be implemented to improve instructional practices. All reading coaches will participate in LETRS training and VDOE required institutes/Canvas courses. Support coaches and teachers in use of diagnostic, formative and summative assessments to identify student strengths and weaknesses and plan instruction accordingly. Data are analyzed throughout the year and coaches support by teacher, grade level, and school based on need to support academic growth and likelihood of students meeting proficiency on SOL tests.  *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:			
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:			



2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title II, Part A, Supporting Effective Instruction
D. MEASURABLE OBJECTIVES (CONTINUED)			
Measurable Objective 4:			
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:			
Measurable Objective 5:			
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:			

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2024-2025	School Division: Va Beach City Public Schools	Division Number: 128	Title II, Part A, Supporting Effective Instruction
D. MEASURABLE OBJECTIVES (CONTINUED)			
Measurable Objective 6:			
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:			
Measurable Objective 7:			
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:

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

2024-2025		School Division: Va Beach City Public Schools		Division Number: 128		Title II, Part A, Supporting Effective Instruction		
E. BUDGET SUMMARY								
				Title II, Part A Budget for 2024-2025 Award: S367A240044 Project Code: APE61480				
				Allocation:		2,021,625.13		
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?				
1000 - Personnel Services	Administrative							
	Non-Administrative	1,349,327.80						
	Private School Set-Aside							
2000 - Employee Benefits	Administrative							
	Non-Administrative	547,885.53						
	Private School Set-Aside							
3000 - Purchased/ Contracted Services	Administrative	2,000.00						
	Non-Administrative							
	Private School Set-Aside							
5000 - Other Charges	Administrative							
	Non-Administrative							
	Private School Set-Aside	17,000.00						
	Total Other Charges	59,852.52						
	Administrative	2,174.02						
TOTAL BUDGET		2,021,625.13						
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference		-			
TOTAL PRIVATE SCHOOL SET-ASIDE		77,385.26						
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes	Difference		-			
<p>Notes:</p> <p>(1) Administrative set-asides (yellow cells) are reserved for planning, oversight and data collection roles utilizing Title II funds. Examples are: Title II Coordinator, Data Analyst, Indirect Costs, and materials &amp; supplies that support administrative positions.</p> <p>(2) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.</p>								
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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 S424A240048 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 Personnel Services	0.00	Yes	
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	Yes	
3000 - Purchased/ Contracted Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	Yes	
4000 - Internal Services	Internal Services			
	Total Internal Services	0.00	Yes	
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00	Yes	
6000 - Materials and Supplies	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	Yes	
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	Yes	
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	-





Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

A large, empty rectangular box with a light orange background, likely a placeholder for a drawing or image. The box is bordered by a thin black line on the top, left, and right sides, and a thin green line on the bottom side. The interior is a solid, uniform light orange color.

[illegible]

### 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.

[illegible]



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.

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[illegible]





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 **2024-2025** school year, the following information on teacher and paraprofessional quality from the **2023-2024 and 2022-2023** 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 the 2023 Fall Master Schedule Collection Guide, September 11, 2023.](#)

Teachers (all schools and all federal core content subjects)	2023-2024	2022-2023
Number of class sections taught by properly licensed and endorsed teachers	17,693	16,252
Number of class sections not taught by properly licensed and endorsed teachers	151	495
Total class sections	17,844	16,747
Percent of classes taught by properly licensed and endorsed teachers	99.2%	97.0%

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 **2023-2024** 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. If no gaps have been identified, describe how an equitable distribution of high quality teachers is maintained in each school.
Division wide, according to the IPAL 2023-2024 report, 1.0% of teachers are serving in a placement for which they are not endorsed or licensed, and 8.63% are serving with provisional licenses. Division wide, the percentage of schools with certified and properly licensed instructional personnel is 99% for 2023-2024. 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.	
Part 2	Describe strategies to address identified licensure/endorsement issues (e.g., Praxis, coursework, residencies, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
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.	
Part 3	Describe strategies to support inexperienced teachers (e.g., mentoring; coaching; targeted professional development, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
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. 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.	
Part 4	Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc. Strategies should align with initiatives detailed in the narrative and detailed budget description.
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. 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.	

2024-2025

School Division: Va Beach City Public Schools

Division Number: 128

Title II, Part A, Supporting Effective Instruction

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?

X

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

X

Certified Mail

X

Telephone Calls

X

Meetings

Visits to the Private School

Other (Please specify)

3.

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

a. Proposed Budget	2,021,625.13
b. Amount of funds allocated for administration	47,026.54
c. Amount to use for set-aside calculations	1,974,598.59

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

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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 23-24 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 24-25 school year, we plan to continue cohorts of teachers, Title I and II instructional coaches and special education teachers in additional LETRS training. This will be in addition to the VDOE required evidence-based literacy professional development. 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 23-24 school year related to gaps in mathematics and examined practices related to students with disabilities and across other contexts. This will continue during the 24-25 school year. 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 surveillance

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.

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4/29/2024

Title II, Part A  
Individual Application

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

2024-2025

Individual Program Application

Due by July 01, 2024

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:		
Virginia 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		

2024-2025 Title III, Part A Allocation:

255,554.70 EL Award Amount:

255,554.70 I/Y Award Amount:

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 05/28/24 .

Superintendent's Signature

Donald E. Robertson, Jr. Ph.D.

Superintendent's Name

05/28/24

Date

Board Chairperson's Signature

Kimberly A. Melnyk

Board Chairperson's Name

05/28/24

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, 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		
2023-2024 Allocation	2023-2024 Consolidated	Eligible Program		2024-2025 Allocation Total
275,662.65	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)		255,554.70
		a. EL Subgrant	Subtotal	255,554.70
		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		255,554.70

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)	





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 2024-2025 Award: S365A240046 Project Codes: APE60509 (IY) & APE60512 (EL)			
		Allocation:		255,554.70	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN &	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?	
1000 - Personnel Services	Administrative				
	Non-Administrative	130,011.00			
	Private School Set-Aside				
	Total Personal Services	130,011.00	0.00	Yes	
2000 - Employee Benefits	Administrative				
	Non-Administrative	54,413.28			
	Private School Set-Aside				
	Total Employee Benefits	54,413.28	0.00	Yes	
3000 - Purchased/ Contracted Services	Contracted Services	50,005.18			
	Private School Set-Aside				
	Total Purchased/Contracted Services	50,005.18	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	4,401.69			
	Non-Administrative	14,152.49			
	Private School Set-Aside				
	Total Other Charges	18,554.18	0.00	Yes	
6000 - Materials and Supplies	Administrative				
	Materials	1,500.00			
	Private School Set-Aside	1,071.06			
	Total Materials and Supplies	2,571.06	0.00	Yes	
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00	0.00	Yes	
	TOTAL SUBGRANT BUDGET	255,554.70	0.00		
	TOTAL ALLOCATION	255,554.70			
	DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?	Yes		Difference	-
	TOTAL SET-ASIDE	4,401.69			
	TOTAL PRIVATE SCHOOL SET-ASIDE	1,071.06			

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.

















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](#)

		Title II, Part A, Transferability Award S367A240044 Project Code APE60016		Title IV, Part A, Transferability Award S424A240048 Project Code APE60023	
		0.00		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		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	-

















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) or a combination of LIEPs in order to meet the needs of ELs and demonstrate effectiveness in increasing their English language proficiency and student academic achievement. The chosen LIEP Model(s) must be state-approved.

[LIEP Model\(s\)](#)

Narrative Boxes:

Box 1:	<p>Identify how evidence-based 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, and long-term ELs, if applicable. List the LIEP Model(s) used in the LEA.</p> <p><a href="#">LIEP Model(s)</a></p> <p>The English learner (EL) student population in Virginia Beach City Public Schools (VBCPS) represents over 4% of the school division's student population with the English as a Second Language (ESL) program servicing more than 2,600 students. Except for one Title-I funded ESL teacher and two ESSER-funded ESL teachers, the local budget and state monies fund the VBCPS ESL program. VBCPS has 66 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, the LIEP models “ESL or ELD” and “Content Classes with Integrated ESL” are utilized. 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 into 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. At the middle school level, the LIEP models “ESL or ELD” and “Content Classes with Integrated ESL” are used. 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 lower English language proficiency (ELP) levels receive intensive English language development instruction in an ESL elective class. This class is mandatory for levels 1.0-2.9 and optional for ELs levels 3.0-4.3. At the high school level, the “ESL or ELD” and “Newcomer” LIEP models are utilized. Six ESL courses are offered: English as a Foreign Language I (EFL I), English as a Foreign Language II (EFL II), English as a Foreign Language III (EFL III), English as a Foreign Language IV (EFL IV), ESL Effective Reading Skills (I), and ESL Effective Reading Skills II. 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 at ELP levels 1.0 - 1.9 with limited or interrupted formal education and/or who are placed in ninth grade at age 16 or higher. The program assists students with the development of 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, Elementary Language Support Staff (ELSS) services, 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. Dually-identified ELs receive instruction from the ESL teacher and their weekly minutes of EL instruction (along with all ELs’ weekly minutes of instruction) are documented on ESL teachers’ schedules. The academic progress of opt out</p>
Box 2:	<p><b>Using Local and/or State Funds:</b> 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.</p> <p>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. PreK-12 teachers, including ESL teachers, participate in division-wide mandatory training on topics such as specific academic discipline training and curriculum updates. Mandatory professional learning for ESL teachers was required in August 2023 before the school year began, and monthly meetings were held in September, October, November, and December 2023 as well as in April and May 2024. In August 2023, an additional half-day of professional learning was provided for new ESL teachers. Mandatory training included the topics of implementing the WIDA ELD standards, writing content and language objectives, Title III compliance (including screening and parent notification requirements/ federal timelines, EL committee meeting procedures, monitoring of opt-out and former ELs, family engagement requirements, ELP assessments, etc.). Moreover, optional, after-school professional learning sessions were led by VBCPS ESL program staff and ESL teachers on topics including instructional strategies and supports for ELs in the content areas, family engagement, and advocating for ELs. These sessions are offered twice a school year for PreK-12 classroom teachers, ESL teachers, and administrators. Designated staff from participating private schools are offered the opportunity to attend these VBCPS ESL professional development sessions in support of the equitable services provision.</p>

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

**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 3a:	Provide the following information regarding the division wide EL population. This can be based on ACCESS Assessment SY data 2022-2023 which was reflected for ACCESS Accountability in the <b>2023-2024 SY</b> .	
	The number of ELs division-wide (Level 1-4.3)	2,640
	The number of endorsed ESL teachers directly serving ELs	69
	The ratio of ELs (LEP Code 1 & 2) to endorsed ESL teachers in the LEA	38.26
	The percentage of ELs who made PROGRESS (Target 52%)	60.96
	The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment)	13.83

Box 3b:	If the LEA did not meet State PROGRESS targets for 2022-2023 Assessment SY which impacts the 2023-2024 Accountability SY target of 52%, as shown in Box 3a, then outline the corrective action steps that the LEA has taken in order to meet state ESSA ELP accountability targets as approved in Virginia.
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VBCPS exceeded the State PROGRESS target for 2022-2023 Assessment SY.

Box 4:	<div>Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.</div> <div><div><div>• Example by Grade: K- 30 minutes, 5 times a week, LIEP Model – ELD.</div><div>• Example by ELP Level: Level 1: 45 minutes, 5 times a week, Grades K-2, LIEP Models – Newcomer and Content Classes with Integrated EL Support.</div></div></div> <div>Choose a reporting format that supports your division EL scheduling policy.</div>
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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.  
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. ELs enrolled in an ESL elective class by grade level receive a minimum of approximately 100-150 minutes per week.  
HIGH SCHOOL: Courses are offered on an A/B block schedule; therefore, students receive approximately 180-270 minutes per week.

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

**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"><li>• A timeline for evaluation;</li><li>• The titles of stakeholders involved in the evaluation process; and</li><li>• The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:<ul style="list-style-type: none"><li>• EL academic achievement indicators by grade span or content area,</li><li>• Specific LIEP secondary courses,</li><li>• Student or parent surveys,</li><li>• EL graduation rates,</li><li>• ELs with disabilities,</li><li>• Long Term ELs,</li><li>• SLIFE, and</li><li>• Formerly ELs (4.4+ on the ACCESS for ELLs assessment).</li></ul></li></ul>
<p>The Office of Planning, Innovation and Accountability (PIA) engaged in a multi-year evaluation of the ESL program from 2017-2023. 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, which are as follows: 1) clustering EL students in classrooms at the elementary school and middle school levels, 2) communication and collaboration between ESL teachers and classroom teachers, and 3) professional learning for classroom teachers of EL students. Please refer to the 2023-2024 application for details regarding these recommendations, and refer to Box 6 for how these recommendations continue to be addressed.</p> <p>During the 2021-2022 Federal Program Monitoring, it was identified that VBCPS had a high opt-out rate at the high school level. This concern has been tracked by ESL program administrators in the 2021-2022 and 2022-2023 school years and continues to be addressed in the 2023-24 school year. In 2021-2022, 38% of high school ELs were opt-outs; in 2022-2023, 34% of high school ELs were opt-outs, and in 2023-2024 (as of April 2024), 27% of high school ELs are opt-outs. To address the concern, ESL program administrators met with high school administrators and teachers during the 2022-2023 school year to brainstorm solutions for the 2023-2024 school year, and ESL program administrators and directors with the Department of Teaching and Learning advocated for additional ESL teacher allocations (for both the 2022-2023 and 2023-2024 school years). Please refer to Box 6 for information regarding how the opt-out rate is being addressed.</p> <p>During PIA’s evaluation of the ESL program, it was identified that ELs have a lower graduation rate than non-ELs. This concern has been tracked by ESL program administrators in the 2021-2022 and 2022-2023 school years and continues to be addressed in the 2023-2024 school year. For cohort year 2022, 89.74% of ELs met the on-time graduation rate, whereas 94.98% of all students met the on-time graduation rate. For cohort year 2023, 91.59% of ELs met the on-time graduation rate, whereas 95.34% of all students met the on-time graduation rate. Please refer to Box 6 for information regarding how the graduation rate is being addressed.</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.
<p>Regarding the first recommendation from PIA’s Evaluation Update in January 2023 (clustering EL students in classrooms at the elementary school and middle school levels), in the 2023-2024 school year, the ESL program is continuing to disseminate a principals’ packet memo for elementary and middle school administrators directing them to cluster active and opt-out English learners in core content classes, with the stipulation that no more than one-third of the class should be comprised of ELs. Schools are asked to provide the name of the cluster classroom teacher so that the ESL program can contact the teachers regarding professional learning opportunities focused on addressing the needs of ELs. Regarding the second recommendation (communication and collaboration between ESL teachers and classroom teachers), the ESL program collaborated with the chiefs and directors of the Department of Teaching &amp; Learning and the Department of School Leadership to require that elementary and middle school principals provide ESL teachers approximately one full day each quarter to collaborate with classroom teachers of ELs. Additionally, to support communication and collaboration and provide relevant data for planning purposes, classroom teachers, ESL teachers, counselors, 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. Regarding the third recommendation (professional learning for classroom teachers of EL students), the ESL program offered after-school professional learning sessions on eight topics throughout the 2023-202023 school year for teachers PreK-12. Each session was offered at least twice and included topics such as strategies and supports for ELs in elementary and secondary content classrooms, how to differentiate independent work, ideas to welcome ELs and their families, and advocacy. These after-school sessions are in addition to the mandatory professional learning for ESL teachers that was required in August 2023 before the school year began and monthly meetings held in September, October, November, and December 2023 as well as in April and May 2024. In August 2023, an additional half-day of professional learning was provided for new ESL teachers. To reduce the opt-out numbers at the high school level, during the 2022-2023 school year, ESL program administrators collaborated with high school teachers and administrators. Solutions included the creation of an additional EFL course (EFL IV), stronger curricula, and more collaboration between ESL and content teachers. Therefore, in summer 2023, a curriculum consultant specializing in ESL was hired to lead curriculum writing for the middle and high school levels. Teams of ESL teachers worked with the curriculum consultant to improve the existing curricula, ensuring alignment with the WIDA ELD standards and incorporating content standards that help prepare students to engage in content coursework. Furthermore, fifteen new ESL teachers were allocated for the 2023-2024 school year. This resulted in more high schools having a full-time ESL teacher; in 2022-2023, four high schools had the equivalent of a full-time ESL teacher and in 2023-2024 five high schools have the equivalent of a full-time teacher and two high schools have 1.5 full-time teachers. Two additional ESL teachers are currently in the budget for</p>	

**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:	<b>Using Local and/or State Funds:</b> 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.
<p>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 Language Line to provide interpretation and translation services. Each school has access to Language Line 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 the 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 support for families, such as helping them obtain enrollment documentation, making vaccination appointments, completing free/reduced-price lunch applications, and connecting families to resources, such as for food, clothing, housing, jobs, healthcare, and mental health. The IWC FORs collaborate with other departments, providing support for activities such as prekindergarten and kindergarten registration events. The IWC FORs also manage the Title III-funded ESL family engagement liaison program, holding monthly meetings and ensuring that the liaisons build relationships with EL families and hold events that meet the needs of the EL families at their schools.</p>	

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

Box 8:	<b>Coordination of Service.</b> 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. Provide data if available to support the effective outcomes of these collaborations.
<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 ELSS services, 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. Title IV provided funding for the curriculum consultant specializing in ESL was hired during summer 2023 to improve the curricula for the middle school ESL elective class and the high school courses. Additionally, the ESL program collaborates with the gifted program to help ensure equitable identification of ELs as gifted; for example, the Title III coordinator participates in gifted identification committee meetings. 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 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. 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.

Sec. 3115(c)(1-3) Required Subgrantee Activities using **Title III Funds**

Box 9:	<b>Title III-funded personnel, resources and initiatives:</b> Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency, meet the challenging State academic standards, and align with Virginia’s accountability plan. Also, describe how the activities funded from Title III, Part A, are expected to increase student achievement and EL progress and proficiency. The description must include a brief needs assessment with data, to demonstrate why the resources, materials, personnel, curriculum enhancement, coordination with other programs and other creative initiatives to be funded by Title III, will support an effective LIEP. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.
<p>Per the January 2023 Evaluation Update presented by the Office of Planning, Innovation and Accountability, professional learning for classroom teachers of EL students is a recommended area for continued improvement. Additionally, the ESL program added fifteen ESL teacher allocations in the 2023-2024 school year, and, taking into account retirements and resignations, the ESL program has twenty new ESL teachers in the 2023-2024 school year, and all but one are new to teaching ESL. These teachers are in addition to eight ESL teacher allocations added in the 2022-2023 school year (there were a total of fourteen new ESL teachers when taking into account retirements and resignations). To support these first and second-year ESL teachers and provide professional learning and support for both ESL and classroom teachers, Title III funding is used to fund the salary and benefits of an English learner instructional specialist (ELIS). 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 ELIS 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 to support EL achievement of the challenging State academic standards and improve EL progress and proficiency. The ELIS also conducts learning walks to observe ESL teachers and identify areas for improvement and needed professional learning. Moreover, the ELIS coordinates and supports ESL summer school instruction; summer school is offered to all secondary (middle and high school) ELs at proficiency levels 1.0 - 1.9, and it is offered to levels 2.0 -2.9 based upon ESL teacher recommendation. The need for summer school is supported by the growing number of ELs, including ELs at proficiency levels 1 and 2. In 2021-2022, there were 340 level 1 and 2 ELs at the secondary level, in 2022-2023, there were 357 level 1 and 2 ELs, and, as of April 2024, there are 414 level 1 and 2 ELs. Also, the ELIS supports the high school newcomer program, helping oversee student placement and instruction. Additionally, per the January 2023 Evaluation Update presented by the Office of Planning, Innovation and Accountability, communication and collaboration between ESL teachers and classroom teachers is another recommended area for continued improvement. 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. Ellevation allows teachers, administrators, and other school staff to readily access student’s accommodation plans and allows ESL program administrators to help ensure compliance with federal and state guidelines.</p>	



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

Box 10:	<b>Title III Professional Development:</b> 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 must include a brief needs assessment with data, to demonstrate how Title III funds will support effective PD to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.
<p>97% (33 of 34) of ESL teachers hired for the 2022-2023 and 2023-2024 school years did not have previous ESL teaching experience or college/university coursework in ESL. These teachers require support with instructional best practices for ELs, and experienced ESL teachers have served/are serving as mentors to new ESL teachers. Funds are used to support costs for staff to attend professional learning opportunities, focused upon instructional practices for 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, to assist ESL teachers with keeping abreast of research and development regarding ESL best practices and EL instruction, funds will be used to purchase a monthly newsletter created by a consultant specializing in ESL.</p>	

Box 11:	<b>Title III Parent Engagement:</b> Describe how the LEA will use Title III funds to provide supplemental support to parent, family and community engagement activities. Identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description must include a brief needs assessment with data to demonstrate how Title III funds will support effective parent and family engagement to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.
<p>Title III funds are used for ESL family engagement liaison stipends and food items for family engagement activities. According to the results of the survey completed by parents/guardians in attendance of the Title I, II, III, and IV Grants 2023 Family Review Committee Meeting held on April 28, 2023, 67% of respondents ranked providing bilingual parent liaisons to regularly connect with limited English learner parents of high importance, and 33% ranked this of medium importance. Title III currently funds stipends for family liaisons at thirteen 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 engagement liaisons serve as liaisons among families, community, and school staff; survey families to identify their needs; collaborate with ESL teachers; provide information, community resources, and outreach events to help meet families’ needs; facilitate communication between schools and families; encourage family engagement in children's education; build relationships with and among families, staff members, and community members; promote understanding of families' cultural diversity; and help ensure families feel welcome, trusted, and valued by the school.</p>	

G. TITLE III PROGRAM DETAILS

Possible Subgrant Activities

Sec. 3115(c)(1)(2)(3) – LEA Required Subgrant Activities Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities. Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your responses.

Box A.

Required LEA Activities Under Title III Funding	Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities.  Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your response.
If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs (as required under section 3115(c)(3)(B)). (States are not required to enter counts for the last row if the State reports counts for 3115(c)(3)(A).)). (See Box 8)	Yes
Support the development and implementation of LIEPs (as required under section 3115(c)(1)). (See Box 9)	Yes
Provide professional development to teachers and other personnel serving ELs (as required under section 3115(c)(2)). (See Box 10)	Yes
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)). (See Box 11)	Yes

Optional LEA Activities Under Title III Funds

Box B.

Optional LEA Activities Under Title III Funds	Place an X to Show How Funds Will be Used This Year (2024-2025)
Upgrade program objectives and instructional strategies (section 3115(d)(1)).	X
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	X
Provide tutorials, career and technical education (section 3115(d)(3)(A)).	
Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).	
Support LIEPs for preschool programs (section 3115(d)(4)).	
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	X
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	X
Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of technology into instruction (section 3115(d)(7)).	X
Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).	
Improve the instruction of ELs with disabilities (section 3115(d)(9)).	
Other (section 3115(d)(9)).	

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 C.

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	NA
Dual Language or Two-way Immersion	NA

H. MEASURABLE OBJECTIVES

Section 1

In Section 1 of the MOs, the LEA must address the MOs in Section 2 of the previous year's application and report whether 1) the LEA met the intended outcomes/targets; 2) reasons why the intended outcomes/targets were not met; and 3) how the MO will be modified, if applicable. The LEA may also choose to use MOs from Section 1 of the application submitted two years previously. The LEA should include a description of the data analysis and process used to determine if the intended MO outcome/target was met. Be sure to address all of the following:

1. Specify the measurable objective from the previous application.
2. Specify the application year (**2021-2022 or 2022-2023**).
3. State the original MO goal and then describe the actual data results; and
4. Describe the activities implemented and the actual progress made towards reaching the MO.

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. 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%. VBCPS exceeded this target. The percent EL progress for assessment year 2022-2023 is 60.96%. This MO was exceeded due to multiple factors, including the additional allocation of eight ESL teachers, ongoing mandatory and optional professional learning, review of ESL teacher caseloads and teacher school assignments throughout the school year to ensure equity of services across schools (including taking into consideration the proficiency levels of students on each teacher's caseload), and increased instructional minutes requirements.

Measurable Objective 2:

Measurable Objective (MO) 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. The percent proficient and exited for the 2022-2023 assessment year is 13.83%. This does not meet MO 2, but it exceeds the state proficient and exited rate of 9.24%, and it is 1.82 percentage points lower than the percent proficient and exited for the 2021-2022 assessment year (15.65%). Activities implemented to help achieve this MO included increasing the required minutes per week of service as well as reviewing ESL teacher caseloads and teacher school assignments throughout the school year to ensure equity of services across schools (including taking into consideration the proficiency levels of students on each teacher's caseload). Additionally, in summer 2023, a curriculum consultant specializing in ESL was hired to improve the curricula for the middle school ESL elective class and the high school courses (EFL 1, EFL 2, EFL 3, EFL 4, and ESL Effective Reading). Also, beginning in the second semester of the 2022-2023 school year, and continuing through the 2024-2025 school year, elementary and middle school principals are required to provide approximately one day of planning time each quarter for ESL teachers to collaborate with the classroom teachers of ELs. Moreover, 15 new ESL teachers were allocated for the 2023-2024 school year, and professional learning at the beginning of the school year included training on how to interpret ACCESS scores and use the data to help drive instruction. Finally, an ESL coach is in the proposed budget for the 2024-2025 school year. This position will support ESL and classroom teachers with their instruction of ELs, including collaborating with teachers to analyze and interpret student data to plan instruction, modeling lessons, and planning instruction and implementation of appropriate resources to enhance ELs' academic achievement.



H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

Measurable Objective (MO) 3 from the 2023-2024 application was as follows: For school year 2023-2024, 100% of new ESL teachers will receive mentoring and EL professional development. This MO was met. While VBCPS no longer had "EL Champions" to serve as mentors, each new teacher was assigned an experienced ESL teacher as a mentor. Additionally, mandatory professional development for both new and experienced ESL teachers was/is held/planned in August, September, October, November, and December 2023 as well as in April and May 2024. In August 2023, an additional half-day of professional learning was provided to new ESL teachers, and new ESL teachers had opportunities to meet with their mentors during the monthly meetings. Moreover, new teachers receive support from the Title III coordinator and EL Instructional Specialist (ELIS) as needed, and the ELIS holds weekly, optional, after-school question-and-answer meetings at the beginning of the school year specifically for new ESL teachers.

Measurable Objective 4:

Measurable Objective 5:

H. MEASURABLE OBJECTIVES (CONTINUED)

Section 2 - A minimum of 3 MOs for the 2024-2025 SY should be completed for Section 2

1. State between three to five measurable objectives, that will support the goals of your LEA’s EL program. These objectives must be funded with identified Title III, Part A, federal funds as written in this application.  
If state EL Progress targets were not met (Box 3b), you MUST identify an EL Progress target as a MO. Below are some additional areas of focus that could be identified as LEA measurable objectives, where Title III funds are used to provide supplemental support:
  - EL Absenteeism targets.
  - EL Graduation targets.
  - EL Parent engagement targets.
  - EL subgroup SOL targets.
  - EL Professional development targets.
  - LIEP curriculum development.
  - Increasing EL participation in CTE.This is not an exhaustive list and MOs should be based on an LIEP needs assessment.
2. Describe the evidence-based research that supports the services and activities (programs, resources, people, and techniques) that will be implemented to achieve each objective. Review boxes 9, 10, and 11 in the Title III Program Tab to incorporate funding identified with measurable targets for the 2024-2025 SY. Be specific about how people, resources and professional development identified in the Budget Tab, are used to meet each measurable objective.

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/utilized?);

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:
Based on Virginia's Consolidated State Plan, for Assessment Year 2024-2025 (Accountability Year 2025-2026), at least 56% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2025 ACCESS for ELLs assessment.

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 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, mandatory professional development will continue on the topic of implementing the WIDA ELD standards (this was begun in the 2023-2024 school year), and the ELIS will support this professional development as well as provide/coordinate professional development on topics such as implementation of 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 continue to 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/or the Virginia Department of Education (VDOE). In the 2023-2024 school year, Title III provided funding for 3 ESL teachers to attend VATESOL, 2 teachers to attend SETESOL, and 32 ESL teachers to attend the VESA conference. Beginning with the 2024-2025 school year, Title III funds will be used to purchase a monthly newsletter tailored

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:
For Assessment Year 2024-2025 (Accountability Year 2025-2026), a minimum of 10% of English learners will attain English proficiency according to the spring 2025 ACCESS for ELLs assessment.

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 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, mandatory professional development will continue on the topic of implementing the WIDA ELD standards (this was begun in the 2023-2024 school year), and the ELIS will support this professional development as well as provide/coordinate professional development on topics such as 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 continue to 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/or the Virginia Department of Education (VDOE). In the 2023-2024 school year, Title III provided funding for 3 ESL teachers to attend VATESOL, 2 teachers to attend SETESOL, and 32 ESL teachers to attend the VESA conference. Beginning with the 2024-2025 school year, Title III funds will be used to purchase a monthly newsletter tailored to the needs of VBCPS ESL teachers, focusing on

Measurable Objective 3:
By the conclusion of the 2024-2025 school year, all schools will survey English learner families to identify and address their needs.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.
During the fall of the 2024-2025 school year, ESL teachers and/or the Title III-funded ESL family engagement liaisons will survey English learner families at their schools to determine families' needs, such as needed community resources and access to interpretation services and translated documents. With support from the ESL Family Outreach Representative(s), ESL teachers and ESL family engagement liaisons will use this information to help plan outreach that meets the needs of families. During spring of the 2024-2025 school year, ESL teachers and/or the Title III-funded ESL family engagement liaisons will again survey families at their schools to determine what needs have been addressed and what needs are still unmet.

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

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

Measurable Objective 5:

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

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.

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families.

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. How many English Learners Level 1-4.3 received services in the public school division for the 2024-2025 school year? 2,376

2. Are there eligible private schools in the school division's attendance area? Mark Yes if you have Private Schools, even if they refuse funds. X Yes (If yes, complete the remainder of this page.) No (If no, it is not necessary to complete the rest of this page.)

3. 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.)

<input type="checkbox"/> Regular Mail	<input checked="" type="checkbox"/> Certified Mail
<input checked="" type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Visits to the Private School	<input type="checkbox"/> Other (Please specify)

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

a. Title III Budget	255,554.70
b. Proportionate Share	1071.059095
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	1,071.06

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

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 Staus for 2024-2025 Award Year? (Yes/No)	Number of Identified Students	Description of Services	Estimated Value of Services from 2024-2025 Title IIIA Budget, Per School	Estimated Value of Additional Services from Transferability Funds
Academy of Early Learning	No			0.00	0.00
Acton Academy of Hampton Roads	No			0.00	0.00
All Saints' Day School	No			0.00	0.00
Bayside Presbyterian Preschool and Kindergarten	No			0.00	0.00
Beach Day School	No			0.00	0.00
Catholic High School	Yes			0.00	0.00
Cape Henry Collegiate School	No			0.00	0.00
Chesapeake Bay Academy	No			0.00	0.00
Children's House of Galilee	No			0.00	0.00
Childtime	No			0.00	0.00
Enoch Christian Academy	No			0.00	0.00
Grace River Academy	No			0.00	0.00
Kempsville Child Development	No			0.00	0.00
Kiddie Academy	No			0.00	0.00
Kids of Grace Preschool and Kindergarten	Yes			0.00	0.00
London Bridge Baptist Preschool & Kindergarten	No			0.00	0.00
Montessori Academy of Virginia	No			0.00	0.00
Montessori Childrens House II	No			0.00	0.00
New Light Baptist	No			0.00	0.00
Norfolk Christian School- Va Beach Campus	Yes			0.00	0.00
Open Door Christian Academy	No			0.00	0.00
Playhouse Daycare Center	No			0.00	0.00
Pleasant Grove Christian Academy	No			0.00	0.00
Raise Christian Academy	No			0.00	0.00
Rivermont	No			0.00	0.00
St. Gregory the Great Catholic	Yes	9	LIEP services, materials	963.95	0.00
St. John the Apostle	Yes			0.00	0.00
St. Matthew's School	Yes	1	LIEP services, materials	107.11	0.00
Star of the Sea	Yes			0.00	0.00
Strelitz International	No			0.00	0.00
Tidewater Collegiate Academy	No			0.00	0.00
Virginia Beach Friends	No			0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
Total Identified Students	7	10	Total Private School Set-Asides	1,071.06	0.00

0

Use this Figure for Private School Set-Asides in the 2024-2025 Budget

Use this Figure for Private School Set-Asides in the 2024-2025 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.

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Title III, Part A  
Individual Application

5/1/2024

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.



2024-2025	School Division: Virginia Beach City Public Schools	Division Number: 128	Title III, Part A, Language Instruction for English Learners and Immigrant Students
<b>PROGRAM SPECIFIC ASSURANCES</b>			
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.		
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Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

A. COVER PAGE

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

2024-2025

Individual Program Application

Due by July 01, 2024

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

Place an "X" by the applicable response.

X Original

Revision :

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

To be Completed by LEA

Applicant (Legal Name of Agency):	LEA 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:
2512 George Mason Drive, Virginia Beach, Virginia 23456-0038	Email:		
	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 LEA.**

**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 .

Superintendent's Signature
Donald E. Robertson, Jr., Ph.D
Superintendent's Name
5/28/2024
Date

Board Chairperson's Signature
Kimberly A. Melnyk
Board Chairperson's Name
5/28/2024
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated Yes or No	Eligible Program	2024-2025 Allocation Total
1,038,157.93	No		1,038,157.93
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	1,038,157.93

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred 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



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:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW (5 PAGES)

The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

**Special Rule:** No more than 15 percent of funds allocated by the LEA 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 1a:	<p><b>Local education agencies must conduct a needs assessment.</b></p> <p>The description of the needs assessment should include:</p> <div><div>A. when the needs assessment was conducted;</div><div>B. who participated in the assessment process and determining the LEA’s priorities;</div><div>C. what data was collected and analyzed; and</div><div>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.</div></div> <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> <div><div>A. access to, and opportunities for, a well-rounded education for all students;</div><div>B. school conditions for student learning in order to create a healthy and safe school environment; and</div><div>C. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</div><p>LEA's 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></div>
<p>The Needs Assessment Process at Virginia Beach City Public Schools (VBCPS) is a comprehensive endeavor rooted in our division's strategic framework and action plan, bolstered by the support of the Title IV, Part A, grant. Spearheaded by the Ad Hoc Strategic Plan Steering Committee, comprising senior division leaders, school principals, representatives from faith-based organizations, military personnel, parents, students, PTA members, and the superintendent, our approach ensures inclusivity and diverse perspectives. To accurately gauge the needs, concerns, and priorities of our stakeholders, surveys are disseminated to students, teachers, parents, and community members, facilitating invaluable input. This collaborative effort, under the guidance of our Executive Director of Planning, Innovation, and Accountability, ensures that our strategies are responsive and reflective of the community's aspirations. Regular updates on our progress are transparently shared during public board work sessions and presentations, fostering accountability and alignment with the board's feedback. As we move forward, our 2024-2025 strategic action agenda, currently in draft form, will serve as a roadmap, delineating our actions and priorities for the forthcoming year, ultimately enriching the educational experience for all stakeholders.</p> <p>Utilizing the division's strategic framework and action plan, the VBCPS LEA meticulously aligns priorities and needs with concrete, measurable objectives, activities, professional learning initiatives, and materials procured through the grant. The strategic agenda's three overarching strategies are seamlessly integrated with the grant's provisions.</p> <p><b>*Advancing Educational Equity</b></p> <p>Title IV, Part A, funds are instrumental in fostering educational equity through collaborative programs and practices aimed at inclusivity, belonging, and engagement. This encompasses comprehensive training sessions on inclusive practices. Moreover, it encompasses financial support for students, covering course and assessment fees for advanced placement and IB students.</p> <p><b>*Utilizing Integrated Systems of Support</b></p> <p>Allocations from the Title IV, Part A, grant are dedicated to bolstering Integrated Systems of Support, notably through the provision of literacy, math, and graduation coaches who cater to students' academic and socio-emotional needs. Additionally, the grant supports integrated programs fostering holistic student development, encompassing both physical and cognitive facets. Furthermore, the grant facilitates multi-faceted tutoring opportunities for students requiring additional support.</p> <p>By strategically leveraging these initiatives, the VBCPS, LEA ensures a robust framework for educational excellence, thereby empowering students to thrive academically, socially, and emotionally.</p> <p><b>*Future-Ready Students</b></p> <p>Our commitment to nurturing future-ready students is underscored by evidence-based literacy and mathematics instruction. To ensure targeted support where it's needed most, math and literacy coaches are strategically deployed in buildings with a history of higher instances of students below the poverty level or schools falling below the state's mandated proficiency standards on the Standards of Learning Assessment. Additionally, our placement strategy incorporates multiple data points, directing coaches to schools with low Lexile levels, as evidenced by the Reading Inventory and NWEA MAP Assessments.</p> <p>Furthermore, recognizing the critical role of timely graduation, we place graduation lab coaches in schools with the lowest socioeconomic status and/or historically lower on-time graduation rates, coupled with higher dropout rates. By aligning resources with areas of greatest need, we are steadfast in our mission to equip every student with the skills and opportunities necessary to thrive in an ever-evolving world.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

Box 1b:	<div>In accordance with ESEA Section 4106(e) (2) and (f), each school division or consortium of school divisions receiving Title IV, Part A, funds will prioritize the distribution of funds to schools served based on one or more of the following criteria—<div><div>A. Are among the schools with the greatest needs;</div><div>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);</div><div>C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);</div><div>D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or</div><div>E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.</div></div><div>Describe, if applicable, how funds the distribution of funds to schools served was prioritized.</div></div>
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All support facilitated by Title IV, Part A allocations is meticulously aligned with four key target areas and the division's strategic action plan, strategic framework, and equity plan. This integration is achieved through cohesive systems that bolster Tier I instruction, literacy and numeracy interventions, professional learning, and coaching, with a steadfast commitment to cultivating future-ready students capable of forging meaningful connections between their learning journey and the graduate profile. Emphasis is placed on fostering on-time graduation and facilitating career exploration.

Priority placement of graduation, literacy, and math coaches in schools grappling with low graduation rates or achievement deficiencies underscores our dedication to targeted intervention where it's most needed. Professional learning initiatives and instructional material acquisitions are intricately woven into the fabric of the division's needs as delineated in the strategic framework and strategic action. Moreover, these integrated systems extend beyond academic realms, encompassing a holistic approach to student well-being. Programs, instructional materials, training, and support staff are deployed to cultivate safe, welcoming, and inclusive instructional environments conducive to robust student engagement. Culturally responsive practices permeate every level, from the classroom to the division, fostering an environment where every student feels seen and valued.

Graduation coaches were placed in the two high schools with the lowest ontime graduation rates and the highest dropout rates. Literacy and Math coaches were placed in schools with the lowest benchmark, standards of learning assessment, and lexile levels that were not already being addressed through Title I, Part A services. Additional services were aligned to the needs determined by the division's strategic framework.

Furthermore, our commitment to student wellness extends to physical health, nutrition, digital wellness, and mental health. The grant allocates resources towards programs that promote physical health through nutrition and fitness initiatives, while also emphasizing the importance of mental health support and trauma-informed practices. Recognizing the intrinsic link between physical health, nutrition, and academic achievement, Title IV, Part A funds are channeled into programs that holistically address cognitive and physical development, ensuring that every student can thrive academically, emotionally, and physically.

Box 2:	<div>Describe, if applicable, how funds will be used for activities related to supporting well-rounded education, including the use of evidence-based practices.</div>
<div><p>The significance of high school graduation cannot be overstated; it marks the culmination of foundational education, enhances employability prospects, fosters personal growth, social development, and lays the groundwork for long-term success. Leveraging Title IV, Part A allocations, we are committed to ensuring on-time graduation for all students by implementing comprehensive strategies, including:</p><p>*Graduation Lab Coaches: Drawing from the research of Moore and Krasnoff (2017), which underscores the efficacy of personalized support systems, we will deploy Graduation Lab Coaches in the two high schools with lower on-time graduation rates. These coaches will serve as dedicated case managers, closely monitoring students at risk of falling behind and facilitating connections to tailored interventions and support services to bolster academic success.</p><p>*Access to Rigorous Courses and Assessments: Recognizing the transformative potential of rigorous coursework, we are committed to expanding access to college-level learning opportunities. Title IV, Part A allocations will facilitate assessment assistance for Advanced Placement (AP) and International Baccalaureate (IB) courses, ensuring that students receive the necessary support to excel. Additionally, we will provide tutoring and supplementary supports through collaborative efforts with partners such as the College Board, National Math and Science Initiative, and other stakeholders committed to identifying and nurturing students' potential in these advanced courses. By prioritizing these initiatives, we aim not only to increase graduation rates but also to empower students with the knowledge, skills, and opportunities essential for their academic and professional journey beyond high school.</p><p>Research underscores the indispensable role of ongoing professional development in equipping educators with the necessary tools to enhance teaching efficacy, elevate student outcomes, and cultivate a culture of assessment-driven instruction and collaborative reflection (Martinez, Castejon, Gonzalez, 2022; Allen, Pianta, Gregory, &amp; Mikami, 2011). A robust understanding of both content and instructional practices is paramount for educators to effectively support student learning and provide necessary assistance. To this end, Title IV, Part A allocations will be allocated towards comprehensive professional development initiatives aimed at fostering a division-wide adoption of evidence-based teaching and learning practices. These initiatives encompass a diverse range of opportunities, including:</p><p>*Aspire Program: Tailored to secondary instructors, Aspire focuses on the Science of Reading, equipping educators with the knowledge and strategies necessary to promote literacy skills among students.</p><p>*Plain Talk Literacy Conference: A platform for educators to engage with cutting-edge literacy research and best practices, fostering a deeper understanding of effective literacy instruction.</p><p>*National Math, Literacy, and Science Conferences: Participation in these conferences enables educators to stay abreast of the latest advancements and methodologies in their respective fields, enhancing their instructional repertoire.</p><p>*Training in High School Redesign: Equips educators with the tools and strategies needed to adapt instructional practices to meet the evolving needs of high school students, fostering a culture of innovation and adaptability.</p><p>*Inclusive Practices Training: Ensures that educators are equipped with the knowledge and skills to create inclusive learning environments that cater to the diverse needs of all students.</p><p>Moreover, recognizing the critical importance of hands-on science training, Title IV, Part A allocations will prioritize initiatives that provide educators with experiential learning opportunities. Hands-on science training not only deepens educators' understanding of scientific concepts but also fosters critical thinking and problem-solving skills among students, thereby enriching science education. By investing in these professional development initiatives, we are committed to empowering educators with the knowledge, skills, and resources needed to create engaging, inclusive, and effective learning environments that foster academic success for all students.</p></div>	

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

Coaches play a pivotal role in addressing both teachers' and students' instructional and classroom management needs. Instructional coaches work closely with teachers to identify individualized areas for growth within the classroom, provide access to pertinent resources, and facilitate the sharing of best practices to enhance student learning. To bolster these efforts, Title IV, Part A funds will be utilized to recruit and support coaches dedicated to elementary and secondary schools within the division. These literacy or numeracy-focused coaches will be strategically placed based on comprehensive analysis of local assessment data, standardized assessments, school demographics, and discipline data. Their mandate includes providing evidence-based instructional and curriculum support to teachers, administrators, and students alike. Coaches will offer a spectrum of support services, including instructional strategies, classroom modeling, guidance in lesson plan design, and alignment to the taught, written, and assessed curriculum. By tailoring their interventions to meet the specific needs of each educational setting, coaches aim to foster a culture of continuous improvement and student success.

Additionally, the transformative impact of tutoring cannot be overstated. As highlighted by EducationWeek (2020), tutoring provides invaluable personalized assistance that drives tangible progress. Title IV, Part A funds will be directed towards virtual tutoring initiatives, offering vital support in core subjects and advanced coursework, both in face-to-face and virtual learning environments. This proactive approach not only facilitates academic success but also mitigates behavior issues and promotes high school graduation rates (Robinson, 2016; Balfanz, Herzog, & Mac Iver, 2007). Furthermore, recognizing the importance of quality instructional materials and professional development resources, Title IV, Part A allocations will be allocated towards the acquisition of evidence-based tools to address learning gaps across all instructional areas. By equipping educators with the necessary resources and support, we strive to create a dynamic learning environment conducive to academic excellence and student achievement.

Box 3:	Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.
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Recent surveys conducted by Edweek organization (2020) have shed light on the heightened concerns among students regarding their families' health and financial stability. A significant portion of teens reported experiencing increased stress, unhappiness, depression, and self-doubt. In response to these challenges, Title IV, Part A allocations will be directed towards supporting both physical and emotional health initiatives. Specifically, funds will be utilized to implement training, provide resources, and develop programs aimed at mitigating the negative effects of childhood trauma and adverse childhood experiences. These supports will encompass a range of interventions, including the provision of instructional materials, virtual or face-to-face training platforms, and opportunities for mental health support for both students and educators. Moreover, Title IV, Part A funds will continue to bolster physical health initiatives by furnishing equipment and resources to enhance elementary recess programs, secondary health and physical education curricula, and first aid/life-saving training. A key emphasis will be placed on resources that promote physical activity while simultaneously fostering numeracy and literacy skills. Additionally, training and resources aimed at promoting positive mental health will be prioritized, further contributing to the holistic well-being of students and educators alike.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

Box 4:

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

**NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (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) empowers the utilization of Title IV, Part A, funds to implement innovative blended learning strategies, seamlessly integrating technology-based and face-to-face instructional methods, with a core component of online or digital learning. The strategic incorporation of technology not only enhances collaboration opportunities and student retention but also democratizes access to information, fostering a more inclusive learning environment. In technology-rich learning environments, students are empowered and motivated to actively engage with content-specific subjects. Blended learning activities, meticulously woven into the graduation lab program, offer students the flexibility to complete online courses, benefit from online tutoring, and receive face-to-face guidance from certified teachers. To ensure the effective utilization of technology, Title IV, Part A, funds will be allocated towards providing comprehensive training opportunities for students, teachers, and administrators. These training initiatives encompass both fall and summer sessions and embrace a blend of virtual and face-to-face conferences. Participants will gain proficiency in utilizing software programs that facilitate blended learning and technology integration in the classroom. Moreover, teachers and administrators engaged in these training endeavors will serve as catalysts for knowledge dissemination throughout the district. Through embedded classroom modeling and the establishment of professional learning communities, they will actively share insights and best practices, fostering a culture of ongoing learning and collaboration that ensures the sustainability of innovative teaching methodologies.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (continued):

Box 5:

Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The evaluation of grant activities will be comprehensive, employing both qualitative and quantitative methodologies alongside direct observations. Quantitative measures, including literacy and numeracy formative and summative assessment data, Lexile scores, local and state assessments, enrollment rates in advanced courses, and graduation rates, will serve as tangible indicators of the effectiveness of literacy, numeracy, and graduation lab coaches, as well as interventions in fall and summer reading, advanced coursework, and tutoring programs.

Furthermore, quantitative survey data will be instrumental in gauging the impact of initiatives supporting safe and healthy school environments. Discipline and climate surveys will offer valuable insights into the success of programs addressing the social and emotional needs of students, teachers, and staff members.

Professional development evaluations will provide valuable feedback on the impact of training initiatives for teachers, administrators, and support staff. These evaluations will inform ongoing efforts to enhance the quality and relevance of professional development opportunities.

Lastly, the affirmation of effective consultation documents and feedback mechanisms will be crucial in assessing the equitable delivery of services. A quarterly evaluation of the Title IV, Part A program will be conducted, allowing for regular monitoring of progress and the identification of areas for improvement. Necessary adjustments and amendments will be implemented as deemed necessary, ensuring the continued efficacy and relevance of grant activities.



B. PROGRAM OVERVIEW (CONTINUED)

Box 6:	<p><b>PROFESSIONAL DEVELOPMENT:</b> 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 LEA 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>
<p>Professional learning encompasses the ongoing cultivation of knowledge, skills, and attitudes aimed at enhancing professional practice. When professional learning is described as "sustained," it signifies a commitment to its continuity over an extended duration, rather than being a one-off occurrence. Similarly, the term "intensive" conveys a focused, comprehensive approach that delves deeply into a specific topic or area of practice. Collaboration with colleagues is integral to professional growth, with "collaborative" efforts involving group discussions, team projects, or peer coaching. "Job embedded" professional learning seamlessly integrates into the work environment, enabling educators to directly apply acquired knowledge and skills to their job responsibilities. Furthermore, "data-driven" professional learning relies on evidence and data, such as student performance data, observation feedback, or research findings, to inform instructional practices. All Title IV, Part A training initiatives are meticulously tailored based on data derived from the needs assessment process. This training is strategically aligned with key areas such as on-time graduation, literacy, numeracy, science, mental health, physical health, classroom management, coaching, and leadership. Best practices dictate that training should interweave multiple areas of focus, align closely with the division's needs assessment and strategic framework, and empower educators to continuously refine their skills, remain abreast of current research and evidence, and apply their learning to positively impact student success.</p> <p>Professional Development Opportunities funded by Title IV, Part A allocations are tailored to address specific needs within our educational community. Here's how our Graduation Lab Coaches and Literacy and Math Coaches exemplify our commitment to sustained improvement and collaborative, data-driven practices:</p> <p>Graduation Lab Coaches:</p> <p>*Sustained: Our Graduation Lab Coaches are not transient figures; they are committed to the long-term success of our students. Unlike short-term interventions, these coaches remain embedded in schools for multiple years, ensuring that progress towards improved graduation rates is sustained and enduring.</p> <p>*Data-driven: Placement of Graduation Lab Coaches is meticulously guided by data analysis, particularly focusing on schools with the lowest graduation rates as determined by data provided through the Virginia Department of Education. This data-centric approach ensures that our resources are directed where they are needed most.</p> <p>* Intensive and Collaborative: Our Graduation Lab Coaches operate within a framework of intensive collaboration. They work closely with building administrators, instructional coaches, teachers, parents, and counselors, fostering a culture of collaboration aimed at maximizing student success.</p> <p>Literacy and Math Coaches:</p> <p>*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.</p> <p>*Sustained, Job-embedded, and Collaborative: Our Literacy and Math Coaches are instrumental in providing ongoing, job-embedded professional learning support to teachers, administrators, and tutors.</p> <p>Training, Conferences, and Coursework:</p> <p>*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.</p> <p>*Data-driven: Prior to attending any Title IV, Part A, professional learning, participants must complete a survey indicating what data were used to determine the necessity for the conference and how this data will be measured.</p>	

C. COORDINATION OF SERVICES

<p>Describe the partnerships within the LEA 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 and how they align to agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). 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.</p>
<p>The VBCPS LEA engages in extensive coordination with various departments within the Department of Teaching and Learning to ensure the seamless delivery of services. Here's how our collaboration unfolds across different domains:</p> <p>*Instructional Coordination: The Title IV, Part A coordinator collaborates closely with content area coordinators and specialists to identify and address instructional needs effectively.</p> <p>*Support Services Coordination: Collaboration with the Department of Student Support Services enables us to determine the mental and emotional health support required, as well as strategies for implementing Trauma-Informed Practices.</p> <p>*Data Review: We meticulously review instructional, attendance, assessment, discipline, and graduation data from schools and feeder schools serviced by Title I, Part A. This ensures that services extended through Title IV, Part A, encompass schools with similar academic and socioeconomic profiles, even if they do not receive services from Title I, Part A.</p> <p>*Health and Physical Education Collaboration: Our coordination with the Office of Health and Physical Education ensures that resources allocated for physical health and nutrition align closely with local and state objectives and priorities in this crucial area.</p> <p>*Partnership with External Organizations: Collaboration with The National Math and Science Initiative and Equal Opportunity Schools supports our division's strategic agenda of preparing Future-Ready students. This collaboration ensures equitable access and support for students pursuing rigorous courses and preparing for college or career pathways.</p> <p>*University Collaborations: We partner with local universities to host camps and other activities aimed at preparing students for college and career opportunities while offering insights into college life.</p> <p>*Professional Learning Collaborations: To enhance teachers' instructional and content capacity, we collaborate with esteemed institutions such as William and Mary, Old Dominion University, and the University of Virginia. These partnerships offer courses and professional learning opportunities in literacy and numeracy, ensuring that educators are equipped to meet the diverse needs of our students effectively.</p> <p>Through these robust collaborations, we strive to create a comprehensive support network that empowers both students and educators, fostering a culture of academic excellence and student success.</p>

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 end of the 2024-2025 school year, there will be a 3% increase in the participation rate of students receiving free and reduced lunch in Advanced Placement, Dual Enrollment, or International Baccalaureate courses and/or assessments, as evidenced by enrollment data.

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

Research from reputable sources such as N. Watkins at ASCD (2021), the VCU School of Education (2021), and Warne (2017) from the Department of Behavioral Science, along with insights from Edtrust (2019), underscores the critical importance of providing access to accelerated coursework. This support is further reinforced by initiatives funded by Title IV, Part A allocations. These initiatives encompass:

- \*Specialized tutoring, spring break, and summer camps designed to bolster students' foundational skills in organization, content comprehension, literacy, numeracy, and writing, thereby enhancing their readiness for advanced coursework.
- \*The elimination of subscription and examination fees for financially disadvantaged students, ensuring equitable access to advanced educational opportunities.
- \*Supplementary programs facilitating connections and knowledge exchange among advanced coursework students, as well as initiatives focused on recruiting and mentoring middle and early high school students, fostering a supportive environment for academic growth and development.



D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By the end of the 2024-2025 school year, all schools benefiting from coaching support, professional learning, instructional materials, activities, or other resources provided through the Title IV, Part A grant will achieve or surpass both state and local literacy and numeracy benchmarks or growth markers. These benchmarks are set at 70% proficiency in mathematics and 75% proficiency in reading, as evidenced by local and state assessment data, along with reading inventory or NWEA MAP assessments.

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

As per findings from What Works Clearinghouse (WWC), the Title IV, Part A grant supports a range of strategies aimed at enhancing reading levels and performance on state assessments (2022). These strategies include:

\*Implementation of explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and fostering extended discussions on text meaning and instruction. These strategies will be integrated into instructional resources such as consumables and classroom libraries, as well as through software licenses for platforms like myOn, Apex, Edgenuity, NWEA, and FEV. Moreover, teachers and coordinators will have access to professional learning opportunities from reputable organizations to include but not limited to SXSW, NLA, Plaintiff, Coaching Training, Learning Forward, VASCD, ASCD, VAFEPa, NAFEPa, VDOE, and DOE conferences.

\* Utilization of programs endorsed by WWC and the Virginia Literacy Act including summer reading programs, book fairs, Aspire professional learning and other approved intervention and supplemental materials to

bolster literacy intervention efforts.

\*Drawing from recent evidence-based research, such as studies by Frontiers in Psychology (2019) highlighting the positive impact of acute physical activity on attention, as well as research by Meeusen and De Meirleir (1995) demonstrating increased oxygenation and neurotransmitter activity during physical exertion, which enhances memory and information processing. Additionally, meta-analytical findings by de Greeff et al. (2018) affirming the correlation between sports participation and academic achievement. The grant will allocate funds towards activities and materials that bridge physical and cognitive development, fostering holistic growth among students.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the conclusion of the 2024-2025 school year, high school students in VBCPS will achieve or surpass the current on-time graduation rate for the division, which stands at 94.8%. Simultaneously, there will be a reduction in the number of high school dropouts, reflecting the commitment to fostering academic persistence and success among students.

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

Drawing from the evidence-based strategies outlined by the What Works Clearinghouse, Title IV, Part A, initiatives will strategically address several key areas to prevent dropout rates:

\*Improving Classroom Behavior and Social Skills: Through professional learning opportunities funded by the grant, a multi-tiered support system will be implemented to enhance students' cognitive, emotional, and academic development, fostering a positive classroom environment conducive to learning.

\*Assigning Adult Advocates: High schools with the highest dropout rates and lowest graduation rates will continue to benefit from the presence of a Title IV, Part A, graduation lab coach. These coaches will serve as advocates and provide tailored support to at-risk students, mitigating the risk of dropout and promoting academic persistence.

\*Offering Academic Support and Enrichment: Title IV, Part A will facilitate the implementation of academic boot camps, intervention programs, and various tutoring modalities (embedded, virtual, face-to-face, and hybrid) to bolster the academic success of all students, particularly those at risk of dropping out.

\*Providing Rigorous and Relevant Instruction: By investing in professional learning opportunities, conferences, and college courses, Title IV, Part A, will enhance the capacity of teachers and leaders to deliver engaging, rigorous, and relevant instruction. This approach aims to increase student engagement, ultimately reducing the likelihood of dropout by fostering a more stimulating learning environment.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

For the 2024-2025 school year, all activities associated with elective courses, technology integration, physical education, community engagement, and mental health support will be meticulously aligned with the priorities outlined in the VBCPS strategic agenda. These activities will be seamlessly woven into academic programs and integrated systems, with a particular focus on bolstering literacy, numeracy, and overall academic achievement. This alignment will extend beyond traditional classroom settings to encompass real-world learning experiences and connections to students' interests and future-oriented aspirations. Specific strategies delineated in the strategic and equity plans of the division will guide the implementation of these activities, ensuring a comprehensive approach to student success and well-being.

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

Based on insights from over 200 stakeholders including scientists, youth, parent groups, educators, and policymakers, the Aspen Institute (2019) underscores the importance of integrating multiple tiers of support—mental, physical, and academic—to nurture the holistic development of students. Further corroborating this approach, evidence-based research spanning more than two decades emphasizes the interconnectedness of various skills for academic success. The Journal of School Health (2013) highlights the positive impact of school-based physical and mental health supports on academic outcomes, while the American Institutes for Research (AIR) (2016) advocates for integrated systems to bolster academic achievement.

Moreover, the Department of Education, utilizing profiles prepared by the AEM Corporation (2016), recognizes the significance of braiding academic and behavioral supports as integral components of school improvement endeavors. Leveraging the resources provided by Title IV, Part A allocations, the division will intertwine multiple services to address the needs identified in the strategic framework and agenda, thereby fostering a comprehensive approach to student success and well-being.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

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

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES

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

Describe the LEA's progress towards meeting the measurable objectives. Evidence toward meeting the objectives must be reported even if the objective is still in progress or the LEA was unable to collect all data needed to determine the final outcome. The Local Education Agency may choose to report on either of the open award year. Enter the award year the division is reporting on in the space provided below.

Indicate the application year (ex: 2022-2023 or 2023-2024) for the measurable objective and include relevant data.

Measurable Objective 1:	Award Year:	2022-2023	
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For Free and Reduced Lunch (F/RL) Recipients:

\*In SY 2017-2018: 1,615 F/RL recipients took AP exams.

\*In SY 2018-2019: The number increased to 1,640 F/RL recipients taking AP exams.

\*In SY 2019-2020: 729 F/RL recipients took 2,063 AP exams, accounting for 22% of all administered exams.

\*In SY 2020-2021: 1,208 exams were completed by F/RL recipients.

\*In SY 2021-2022: 1,301 F/RL recipients completed at least 1 AP course and finished 676 exams.

\*In SY 2022-2023: 762 AP exams were completed by F/RL recipients. Dual Enrollment: In SY 2021-2022, 167 F/RL recipients completed dual enrollment courses, a slight decrease from 222 students in SY 2020-2021. In SY 2022-2023, 294 F/RL recipients completed dual enrollment courses, an increase of 127 students from the previous year.

Dual Enrollment: In SY 2021-2022, 167 F/RL recipients completed dual enrollment courses, a slight decrease from 222 students in SY 2020-2021. In SY 2022-2023, 294 F/RL recipients completed dual enrollment courses, an increase of 127 students from the previous year.

For African American Students:

\*In SY 2021-2022: 730 African American students took at least one AP course, and 323 AP exams were completed.

\*In SY 2022-2023: The number of African American students taking AP courses and exams slightly decreased to 874 students taking AP courses and 324 exams completed.

Overall, while there were fluctuations in participation over the years, there is a notable increase in the number of F/RL recipients participating in both AP exams and dual enrollment courses, indicating a positive trend in access to advanced coursework. However, efforts may be needed to address the slight decrease in AP participation among African American students in the most recent year.

Measurable Objective 2:	Award Year:	2022-2023	
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The Standards of Learning (SOL) data indicates positive improvements, particularly in reading and math proficiency:

\*Overall, the division saw a pass rate increase from 78% to 82% in reading and from 69% to 76% in math between 2020-2021 and 2021-2022.

\*Schools with Title IV, Part A literacy or math coaches demonstrated meeting or surpassing state benchmarks.

\*Specifically, Lynnhaven Middle and Kempsville Middle, both with Title IV, Part A literacy coaches, achieved or exceeded benchmarks. Lynnhaven Middle maintained a pass rate of 80% in 2020-2021 and 78% in 2021-2022, while Kempsville Middle improved from a 76% to 77% pass rate in reading.

\*Kempsville High School, benefiting from a Title IV, Part A math coach, notably increased its pass rate from 74% to 86% in math from 2020-2021 to 2021-2022.

\*In the subsequent years, the pass rates continued to show improvement, with the reading pass rate increasing to 82% and the math pass rate reaching 77% in 2023.

These advancements underscore the efficacy of targeted support from Title IV, Part A coaches in enhancing literacy and math proficiency, contributing to overall academic success within the division.

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Award Year:	2022-2023	
<p>The One Time Graduation (OTG) rate for VBCPS students has shown a consistent upward trend:</p> <p>*In 2017, the OTG rate stood at 91.9%.</p> <p>*This rate increased to 93.3% in 2018, further rising to 93.9% in 2019.</p> <p>*In 2020, the OTG rate continued its upward trajectory, reaching 94.2%.</p> <p>*Subsequently, in 2021, the rate saw a notable increase to 94.8%, followed by a rise to 95% in 2022.</p> <p>*The trend persisted in 2023, with the OTG rate for VBCPS students reaching 95.3%.</p> <p>This consistent improvement in the OTG rate reflects the division's dedication to ensuring student success and timely graduation, indicating positive outcomes in academic advancement and readiness for post-secondary endeavors.</p>			

Measurable Objective 4:	Award Year:	2022-2023	
<p>For the 2022-2023 school year, all activities pertaining to elective courses, technology integration, physical activities, community engagement, and mental support will be meticulously aligned with the objectives outlined in the VBCPS strategic agenda. These activities will be seamlessly woven into academic programs and integrated systems aimed at fostering literacy, numeracy, and overall academic success. This alignment will encompass real-world learning experiences and connections to students' interests and future-oriented goals.</p> <p>Utilizing the Title IV, Part A needs assessment document will ensure explicit alignment of activities and materials with the strategic framework. Survey data and cross-referencing of the framework to activities will be conducted to guarantee that every aspect achieves 100% alignment with the strategic objectives. This comprehensive approach will ensure that all initiatives are directly contributing to the overarching goals of the division, ultimately enhancing the educational experience and outcomes for all students.</p>			

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Award Year:		

Measurable Objective 6:	Award Year:		



F. BUDGET SUMMARY

		Title IV, Part A Budget for 2024-2025 Award: S424A240048 Project Code: APE60281					
		Allocation:			1,038,157.93		
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 LEA’s responsibilities)						
	Non-Administrative	296,344.71	2,500.00	1,500.00			
	Private School Set-Aside						
	Total Personnel Services	296,344.71	2,500.00	1,500.00	300,344.71	Yes	
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)						
	Non-Administrative	126,019.62	191.25	114.75			
	Private School Set-Aside						
	Total Employee Benefits	126,019.62	191.25	114.75	126,325.62	Yes	
3000 - Purchased/ Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)						
	Non-Administrative	340,592.84	165,500.00				
	Private School Set-Aside	10,660.00	5,684.00	2,500.00			
	Total Purchased/Contracted Services	351,252.84	171,184.00	2,500.00	524,936.84	Yes	
4000 - Internal Services	Internal Services						
	Private School Set-Aside						
	Total Internal Services	0.00	0.00	0.00	0.00	Yes	
5000 - Other Charges	Indirect Costs	10,048.86	774.26	35.53			
	Non-Administrative	6,500.00	6,500.00				
	Private School Set-Aside	5,000.00	500.00	500.00			
	Total Other Charges	21,548.86	7,774.26	535.53	29,858.65	Yes	
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)	4,902.25	5,002.20				
	Non-Administrative	12,000.00	20,000.00				
	Private School Set-Aside	9,987.66	4,000.00	800.00			
	Total Materials and Supplies	26,889.91	29,002.20	800.00	56,692.11	Yes	
8000 - Capital Outlay	Non-Administrative						
	Private School Set-Aside						
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes	
	TOTAL SUBGRANT BUDGET	822,055.94	210,651.71	5,450.28	1,038,157.93	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area.	817.54
	TOTAL SET-ASIDE BUDGET	14,951.11	5,776.46	35.53	20,763.10	Are the administrative charges less than or equal to 2% of the allocation?	Yes
	TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET	25,647.66	10,184.00	3,800.00	39,631.66	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, LEAs may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

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."**

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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.
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<p>*Graduation Lab Coach: This role is vital in ensuring that the On-Time Graduation (OTG) rates either remain consistent or increase for targeted schools. Graduation Lab Coaches will directly engage with students at risk of dropping out or not graduating on time, providing personalized support to address their academic and non-academic needs, thus facilitating their successful transition to graduation.</p> <p>*Reading and Math Coach: These coaches are responsible for providing professional development and coaching to reading and math teachers. They will implement both push-in and pull-out small group instruction strategies to address intervention needs, thereby supporting students' literacy and numeracy skills development across the curriculum.</p> <p>*AP, IB, and Dual Enrollment Tutors: This position is dedicated to providing additional academic support to students enrolled in advanced courses such as Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment programs. These tutors will offer targeted assistance to ensure students' success and mastery of challenging course material.</p> <p>*Summer Instructional Staff: During the summer months, instructional staff members will be utilized to support curriculum writing efforts. Their contributions will emphasize the development of rigorous and engaging curriculum materials aligned with educational standards and best practices, ensuring high-quality instruction during the academic year.</p>
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\*Substitute Funds: Funds allocated for substitutes will be utilized when teachers are absent from the building due to professional learning opportunities or curriculum writing sessions. This ensures continuity of instruction and minimizes disruptions to students' learning experiences.

These positions and initiatives collectively contribute to the overarching goal of promoting academic success, supporting student achievement, and fostering a culture of continuous improvement within the educational community.

[illegible]

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

Total for Object Code:	126,325.62
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Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

By providing equitable services to private schools, the grant aims to ensure that all students, regardless of school type, have access to high-quality education, comprehensive support services, and innovative learning opportunities to thrive academically and socially.

[illegible]

Total for Object Code:	524,936.84
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### 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.

[illegible]



**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.**

By allocating funds for these instructional materials and supports, Title IV, Part A aims to enhance the quality of education, promote student well-being, and foster innovation in teaching and learning practices.

[illegible]

Total for Object Code:	56,692.11
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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 LEA 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.

[illegible]

Total for Object Code:	0.00
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H. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows LEAs 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 S367A240044 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 LEA’s responsibilities)				
	Non-Administrative				
	Private School Set-Aside				
	Total Personnel Services	0.00		Yes	
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00		Yes	
3000 - Purchased/ Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)				
	Non-Administrative				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		Yes	
4000 - Internal Services	Internal Services				
	Private School Set-Aside				
	Total Internal Services	0.00		Yes	
5000 - Other Charges	Indirect Costs				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00		Yes	
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA’s responsibilities)				
	Non-Administrative				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		Yes	
8000 - Capital Outlay	Non-Administrative				
	Private School Set-Aside				
	Total Capital Outlay	0.00		Yes	
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	-

















J. PRIVATE SCHOOL PARTICIPATION

Each year, the LEA 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 LEA’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 LEA were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

☒ Certified Mail

☒ Telephone Calls

☒ Meetings

☐ Visits to the Private School

☐ Other (Please specify)

3. What is the public LEA's projected K-12 enrollment for the 2024-2025 school year?

62,517

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

a. Proposed Budget	\$1,038,157.93
b. Amount of funds allocated for administration	\$20,763.10
c. Amount to use for set-aside calculations	\$1,017,394.83

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



<p>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.</p> <p>Based on the needs assessments and meaningful consultations, the private schools will spend funds in the following manner:</p> <p>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)</p> <p>Instructional materials to specifically support STEM to include outdoor plants and vegetation, robotics kits, and drones.</p> <p>Instructional materials to support trauma informed practices (SHS)</p> <p>Instructional materials to support the collaboration of cognitive and physical activity (SHS) and (WRS)</p> <p>Instructional materials to support the integration of technology such as sonic view boards (Tech)</p> <p>Materials and devices to support school safety to include but not limited to cameras and screening devices (SHS)</p> <p>Professional development books and resources to support book studies and professional learning libraries (SHS, WRE)</p> <p>Virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building and belonging (SHS)</p> <p>Virtual and face-to-face professional development in effectively integrating technology into curricula and instruction (Tech)</p> <p>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)</p> <p>Virtual and face-to-face professional development to ensure leadership development and management training to improve the quality of principals and organization leaders (WRE)</p> <p>Virtual and face-to-face professional development in the use of data and assessments to improve instructional and student outcomes (WRE)</p> <p>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)</p> <p>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)</p>
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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 LEA 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.

1) Allocation by percentage of payroll dollars

**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)).
- Page 43
- 5/1/2024
- Title IV, Part A  
Individual Application



# Federal Grant Applications 2024-2025

Department of Teaching and Learning  
Tuesday, May 14, 2024

# Grant Funding

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SUBJECT TO CHANGE

Grant	2021-2022 Funding	2022-2023 Funding	2023-2024 Funding	2024-2025 Projected Funding
Title I, Part A	\$12,127,066.31	\$13,428,546.89	\$17,633,295.40	\$17,633,295.40
Title I, Part D, Subpart 2	\$142,162.41	\$183,442.24	\$161,169.11	\$161,169.11
Title II, Part A	\$1,692,578.35	\$2,051,957.71	\$2,021,625.13	\$2,021,625.13
Title III, Part A	\$210,666.84	\$231,286.05	\$255,554.70	\$255,554.70
Title IV, Part A	\$833,059.75	897,247.25	\$1,038,157.93	\$1,038,157.93
<b>TOTAL</b>	<b>\$15,005,533.66</b>	<b>\$16,792,462.14</b>	<b>\$21,109,802.27</b>	<b>\$21,109,802.27</b>

# **Title I, Part A**

## **Improving Basic Programs**

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SUBJECT TO CHANGE

**Funding: \$17,633,295.40**

- Title I and Pre-K Support Staff
- Literacy Leaders and Mathematics Coaches
- Instructional Administrative Assistants, School Counselors, Behavior Intervention Specialists and Assistants and Family Outreach Representatives
- Gifted Resource Teachers, an English as a Second Language (ESL) Teacher and Social Workers
- Professional Learning
- Family Engagement Supports and Resources
- Instructional Supplies and Technology Programs
- Tutoring, Field Trips and Summer Programs



# **Title I, Part D**

## **Prevention and Intervention for Neglected, Delinquent or At-Risk**

**Funding: \$161,169.11**

- Supports educational services for students in delinquent facilities
- Supports transition of students from those facilities and JDC back to VBCPS
- Supports dropout prevention programs



# **Title II, Part A**

## **Supporting Effective Instruction**

**Funding: \$2,021,625.13**

- Literacy Leaders
- Mathematics Coaches



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

**Funding: 275,662.65**

- English Learner Instructional Specialist
- Professional Learning
- Family Engagement
- Ellevation



# **Title IV, Part A**

## **Student Support and Academic Enrichment Grant**

**Funding: \$1,038,157.93**

- AP and IB Assessment fees for free and reduced lunch recipients
- Graduation Lab Teachers to support on-time graduation
- Instructional Coaches
- Instructional Materials and Activities
- Professional Learning Opportunities



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SUBJECT TO CHANGE



# Federal Grant Applications 2024-2025



**Subject:** Personnel Report **Item Number:** 15A

**Section:** Action **Date:** May 14, 2024

**Senior Staff:** Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Cheryl R. Woodhouse, Chief Human Resources Officer

**Presenter(s):** Donald E. Robertson Jr., Ph.D., Superintendent

**Recommendation:**

That the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the May 14, 2024, 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 14, 2024  
2023-2024

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	5/1/2024	Deon F Jones	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	4/24/2024	June D Miller	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	5/1/2024	Havonne Brown	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	4/25/2024	Austin M Walker	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	4/24/2024	Eric R White	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	5/1/2024	Jessica L Rucka	School Office Associate II	Capella University, MN	Ghent Family Medicine- EVMS, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	5/13/2024	Tira A Hills	Human Resources Associate	Norfolk State University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	5/1/2024	Daniel Kirka	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	5/1/2024	Donavan X White	HVAC Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/30/2024	Anthony M Pellon	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/30/2024	Carla M Sorrell	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	5/1/2024	Thomas Baird II	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	5/1/2024	Eko Setiyowati	Cafeteria Assistant, 4.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	5/10/2024	Laquanta K Smith	School Administrative Associate I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2024	Amanda White	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	6/30/2024	Gillian R Bautista	General Assistant (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	6/30/2024	Jordan E Draves	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2024	Hailey G Chavis	School Nurse (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2024	Courtney M Curran	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	4/30/2024	Miracle J Lewis	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2024	Tari White	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	4/25/2024	Jeanette L Shirkey	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	6/30/2024	Paula S McDonald	Library/Media Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	5/1/2024	Adenna Gibson	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	4/26/2024	Vincent M Darby Sr	Principal (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	6/30/2024	Ashley N Hardy	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	5/31/2024	Shona M Morris	Clinic Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	5/3/2024	Deborah L Clifton	School Nurse (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	4/26/2024	Tracy Cooper	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2024	Hannah Mayfield	School Nurse (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2024	Elizabeth E Peregrory	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	5/1/2024	Imani Waheed	Cafeteria Assistant, 5.5 Hours (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	6/30/2024	Sally Jarvis-Lubbe	Assistant Principal (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	5/4/2024	ShaCori D Conyers	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	4/25/2024	Kirvisha K Jones	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	5/3/2024	Shawn Lawrence	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2024	Heather O Duke	Psychologist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/26/2024	Mark G Voorhies	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/30/2024	Ashley L Handling	Bus Assistant, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Glenwood	6/30/2024	Amy E Doss	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Hermitage	6/30/2024	Karen E Ford	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Newtown	6/30/2024	Lori A Schools	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Landstown	6/30/2024	Annette C Palmer	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	6/30/2024	Cynthia D Ferebee	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	First Colonial	6/30/2024	Michelle A Phillips	Coordinator Legal Academy	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2024	Darnell E Dozier	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	6/30/2024	Shawn McMahon	Student Activities Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Salem	7/31/2024	Amy M Schuiteboer	Coordinator Visual & Perform Arts Academy	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	4/30/2024	Susan E Trower	Bus Driver - Special Ed, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	5/3/2024	Gerald W Gregory	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2024	Cynthia L Peppler	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	6/30/2024	Angela D Marks	Title I Resource Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	6/30/2024	Hannah L Miller	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	5/17/2024	Megan J Gamble	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2024	Erin M Heath	Special Education Teacher (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	5/3/2024	Megan L Griffith	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	6/30/2024	Elizabeth A Presto	Third Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2024	MacKenzie Duncan	School Counselor (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	6/30/2024	Kailan J Sizemore	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	6/30/2024	Karyn Swenor	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2024	Valerie N Boone	English Second Language (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2024	Melvin Watson	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2024	Jan M Arnold-Staggs	Sixth Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2024	Charlotte Borgerding	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2024	James A Clark	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2024	Patrick J Worthy	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2024	David E Kellam III	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2024	Gloria L Magana	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	6/30/2024	Adam P Henry	Social Studies Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2024	Mark C Carter	English Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	6/30/2024	Michelle Pfeifer	Science Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	4/26/2024	Kathleen B Lockwood	Mathematics Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2024	Rachel D Bellows	Science Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2024	Jennifer L Carlson	School Counselor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	4/30/2024	Shannon Hickman	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	6/30/2024	Christy D Murchison	Business Education Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	6/30/2024	Summer D Paradiso	Art Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2024	Corey Coffey	Health & Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2024	Brazil J Ford	School Counselor (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Creeds	5/7/2024	Allison E Dickens	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Larkspur	5/3/2024	Nancy B Stewart	Teen Living Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Lynnhaven	4/30/2024	Stacey S Luck	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	6/30/2024	Kerstin R Devlin	Literacy Coach	Not Applicable	Not Applicable



**Subject:** Closed Session **Item Number:** 17

**Section:** Closed Session **Date:** May 14, 2024

**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.

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. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1, 2024.
- B. Superintendent's evaluation.
- C. Employee request for reimbursement of legal fees.
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding 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](mailto: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.