**UPDATED 05/15/2025**

# VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

*School Board Services*


**Kathleen J. Brown, Chair**
District 10

**Carolyn D. Weems, Vice Chair**
District 9

**Mark Bohenstiel**
District 3

**Michael Callan**
District 6

**David Culpepper**
District 8

**Matt W. Cummings**
District 7

**Rose M. Dwyer**
District 1

**Sharon R. Felton**
At-Large

**Dr. Alveta J. Green**
District 4

**Kimberly A. Melnyk**
District 2

**Melinda J. Rogers**
District 5

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


***School Board Regular Meeting Proposed Agenda***
**Tuesday, May 13, 2025**

**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, broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_3AS9FU5fSru4LKP4tWhY-g Call-in (301) 715-8592 ID 896 7029 8026

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws 1-47 and 1-48. Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on May 12, 2025.

1. ***Closed Session*** *(School Administration Building #6 – School Board Room)* ***.....4:00 p.m.***
2. ***Administrative, Informal, and Workshop*** *(School Administration Building #6 – School Board Room)*
   A. School Board Administrative Matters and Reports
   B. Federal Funding: Uses and Implications
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. VBCPS Future Teachers Awards
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 8, 2025 Regular School Board Meeting
    B. April 22, 2025 Regular School Board Meeting Added 05/09/2025
11. ***Public Comments (until 8:00 p.m.)***

    The School Board will hear public comments at the May 13, 2025 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 13, 2025. 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 13, 2025. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

***12. Information***

A. Policy Review Committee (PRC) Recommendations:
   1. Policy 3-8/Small, Women-owned, Service Disable Veterans and Minority-Owned Business Participation in School Division Procurements
   2. Policy 3-32/Emergency/Small/ Sole Source Purchases
   3. Policy 5-4/Educational Equity
   4. Policy 5-10/Admissions Requirements
   5. Policy 6-73/Testing and Assessment

B. Changes to *Compass 2025* and *2030* Strategic Framework
C. Division Literacy Plan
D. Tri-Campus Planning
E. Federal Grant Applications
F. Budget Update Presentation added 05/09/2025
G. Legislative Committee Update

***13. Return to public comments if needed***

***14. Consent Agenda***

***15. Action***

A. Personnel Report / Administrative Appointments Updated 05/15/2025
B. 2025 VSBA Excellence in Workforce Readiness Award
C. General Fees Schedule 2025-26
D. Tie vote procedure pursuant to Code of Virigina § 22.1-75 – Motion from May 6, 2025 Special Meeting

***16. Committee, Organization or Board Reports***

***17. Return to Administrative, Informal, Workshop or Closed Session matters***

***18. Adjournment***



2512 George Mason Drive | P.O. Box 6038 | Virginia Beach, Virginia 23456-0038
www.vbschools.com

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** Closed Session **Item Number:** 1

**Section:** Closed session **Date:** May 13, 2025

**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, Paragraphs 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

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. Settlement offer and trial preparation for a pending federal case.
B. Status of personnel investigations by Department of Internal Audit.
C. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1. 2025.
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:**

No budgetary implications.

**Next Steps:**

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** Federal Funding Uses and Implications **Item Number:** 2B

**Section:** Workshop **Date:** May 13, 2025

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

That the School Board receive information on Federal Funding Uses and Implications.

**Background Summary:**

**Source:**

**N/A**

**Budget Impact:**

No budgetary implications.

**Next Steps:**

The School Board will approve how the Federal Funding will be used within the division,

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Federal Funding: Uses and Implications

School Board Workshop

May 13, 2025

**Department of Budget and Finance**

# Agenda

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- Direct Aid
- Non-Title Grants
- Title Grants
- Cafeterias Fund
- Disbursement and Reporting Requirements
- Comments/Questions

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# Direct Aid

- Department of Defense Special Education - $1,771,877
  - The Department of Defense Impact Aid for Children with Severe Disabilities Program reimburses Local Educational Agencies (LEAs) for money previously spent on military dependent children with severe disabilities. **Generated revenue is deposited in the General Fund.**
- Department of the Navy NJROTC - $225,481
  - Reimbursement for half of the prevailing personnel rate, as determined by the Department of the Navy, for instructional FTEs assigned to the NJROTC program currently offered at five high schools. **Generated revenue is deposited in the General Fund.**
- Federal Reimbursement of Interest - $244,107
  - Credit for accumulated interest on federal debt following the sale of bonds, such as Build America Bonds. **Generated revenue is deposited in the General Fund.**

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# Direct Aid (cont.)

- Impact Aid Department of Defense - $2,247,062
  - Supplemental funding based on the average daily attendance of military dependent students in the preceding year, as counted on the VBCPS annual Federal Impact Aid application. **Generated revenue is deposited in the General Fund.**
- Impact Aid Public Law 874 - $7,489,766
  - Basic Support payments for federally connected students are reported on the VBCPS annual Federal Impact Aid application. **Generated revenue is deposited in the General Fund.**
- Impact Aid Special Education - $837,638
  - **Supplemental** support payments for federally connected special education students are reported on the VBCPS annual Federal Impact Aid application. **Generated revenue is deposited in the General Fund.**

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# Direct Aid (cont.)

- Medicaid Reimbursement – Medical - $1,715,818
  - Value of eligible non-transportation-related special education expenses reimbursed under the School-Based Medicaid Billing Program. Delivery of services is required as part of the special education process, independent of whether expenses are reimbursed. **Generated revenue is deposited in the General Fund.**
- Medicaid Reimbursement – Transportation - $212,358
  - Value of eligible transportation-related special education expenses reimbursed under the School-Based Medicaid Billing Program. Delivery of services is required as part of the special education process, independent of whether expenses are reimbursed. **Generated revenue is deposited in the General Fund**.

# Non-Title Grants

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- Adult Basic Education - $303,580
  - Budgeted FTE's – 5
  - Instructional FTEs and temporary employment agreement (TEA) positions for adult education and literacy programs at the Adult Learning Center. **These federal funds require a local cash match of $45,462 that is transferred from the School Operating Fund.**
- Corrections Education & Other Institutionalized Individuals - $955
  - Instructional supplies used to provide adult education services at the Virginia Beach City Jail. **These federal funds require a local cash match of $143 that is transferred from the School Operating Fund.**

# Non-Title Grants (cont.)

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- DoDEA Spanish Immersion - $223,026
  - Budgeted FTE's – 1
  - Funding supports the expansion of the Spanish Immersion program through staffing of an instructional specialist, test administrator TEAs, recruitment initiatives, staff professional development, instructional resources and assessments, and an external program evaluator as required by the grantor.
- DoDEA World Language Advancement & Readiness Program - $1,315,711
  - This world languages grant utilizes funding to support staff professional development, foreign language curriculum development, digital instructional resources and assessments, and an external program evaluator as required by the grantor.

# Non-Title Grants (cont.)

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- HVAC Coronavirus State & Local Fiscal Recovery Funds- $2,677,359
  - Pandemic funding utilized for HVAC renovation and replacement projects at identified VBCPS schools.
- McKinney-Vento Homeless Assistance Act - $102,990
  - Funds one (1) TEA agreement, costs associated with homeless pupil transportation, materials and supplies for the Jump Start program, and staff professional development.

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# Non-Title Grants (cont.)

- MYCAA-LPN - $1,000
  - Funding awarded for the cost of tuition for eligible military spouses enrolled in eligible medical programs at the Adult Learning Center (ALC). **Funding is only provided if there are eligible military spouses who enroll in identified courses.**
- MYCAA-ALC - $2,298
  - Funding awarded for the cost of tuition for eligible military spouses enrolled in eligible programs at the ALC. **Funding is only provided if there are eligible military spouses who enroll in identified courses.**
- NJROTC - $109,744
  - Funding reimburses the cost of program supplies for the NJROTC program currently offered at five high schools.

# Non-Title Grants (cont.)

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- Perkins V - $1,190,530
  - Funding to support career and technical education (CTE) programs to include TEAs for exam proctors and a STEM tutor, student leadership development opportunities, staff professional development, instructional resources and technology (equipment, software, materials, etc.), industry certification exam fees, CTE recruitment incentives, and STEM initiatives.
- Post 9/11 GI Bill - $3,650
  - Funding provided from the Department of Veterans Affairs for veterans, who served in active duty status after 09/10/01, to provide for tuition assistance for eligible educational programs. **Funding is only provided if eligible students enroll in identified courses at the ALC.**

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# Title I

- Title I, Part A - $24,203,195
  - Budgeted FTE's – 128.4
  - Supplemental funding to provide financial assistance to schools with high percentages of low-income families; funded initiatives and supports include but are not limited to Title I and Pre-K central support staff, central and school-based instructional and support positions, positions to support gifted, English as a Second Language (ESL) and homeless students; school-based TEA positions, professional learning, family engagement supports and resources, instructional supplies and technology programs, equitable services for private schools, tutoring, field trips, stipends and incentives, and summer programming.

* Figures for Title I, Part A may differ from grant application being presented this evening due to the inclusion of carryover funding and updated staffing.

# Title I (cont.)

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- Title I, Part D – Subpart 1 - $20,000
  - Provides tutoring and instructional resources for students detained at the Virginia Beach Juvenile Detention Center.
- Title I, Part D – Subpart 2 - $374,602
  - Provides supplemental support for neglected, delinquent, and at-risk youth. Funded initiatives include TEA positions to support the re-enrollment process and dropout prevention programs, educational services and supplies for students in delinquent facilities, and VBCPS alternative education programs.

* Figures for Title I, Part D Subpart 2 may differ from grant application being presented this evening due to the inclusion of carryover funding and updated staffing.

# Title II

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- Title II, Part A - $3,078,652
  - Budgeted FTEs – 20
  - Supplemental funds to support improved student achievement by improving teacher quality. Funding supports literacy leader and math coach FTEs and equitable services for private schools.

* Figures for Title II, Part A may differ from grant application being presented this evening due to the inclusion of carryover funding and updated staffing.

# Title III

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- Title III, Part A – Language Acquisition - $551,890
  - Budgeted FTE - 1
  - Provides supplemental support for English learners and immigrant students through the staffing of an FTE instructional specialist, professional development opportunities, family engagement initiatives, and the Ellevation digital platform.
- Title III, Part A – Immigrant & Youth- $10,054
  - Supplemental funding to provide support services for immigrant students and families.

*Figures for Title III, Part A may differ from grant application being presented this evening due to the inclusion of carryover funding and updated staffing.

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# Title IV

- Title IV, Part A – Student Support & Academic Enrichment- $2,688,760
  - Budgeted FTE's – 4.6
  - Funding supports a variety of initiatives targeting student achievement, including, but not limited to, Graduation Lab coaches, math coaches, and literacy teacher FTEs; instructional resources, professional development opportunities, Advanced Placement (AP) and International Baccalaureate (IB) exam fees for low-income students, and equitable services for private schools.
- Title IV, Pell - $65,130

  Needs-based financial assistance for qualifying students to participate in courses at the ALC. **Funding is only provided if eligible students enroll in identified courses.**

*Figures for Title IV, Part A may differ from grant application being presented this evening due to the inclusion of carryover funding and updated staffing.

# Title VI

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- Title VI, B IDEA Section 611 - $21,592,083
  - Budgeted FTE's - 264.20
  - Funds directed for special education services to include the costs for central and school-based FTEs, materials and supplies, professional learning, and equitable services for private schools.
- Preschool Incentive IDEA Section 619 - $1,026,659
  - Budgeted FTE's - 4
  - Early Childhood special education funding supports the costs of four FTEs assigned to the division's Pre-School Assessment Center, program materials and supplies, professional learning, and equitable services for private schools.

# School Nutrition Fund

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- US Department of Agriculture (USDA) School Nutrition Programs - $30,300,000
  - Federal revenue from the USDA encompasses a variety of programs:
    - School Breakfast Program (SBP) - $7,240,000
    - National School Lunch Program (NSLP) - $19,910,000
    - Child & Adult Care Food Program (CACFP) - $450,000
    - Summer Feeding Program (SFSP) - $200,000
    - USDA Commodities - $2,500,000
  - The USDA Commodities provides an annual allotment for various food products, while other programs reimburse costs for providing breakfast, lunch, and/or supper.

# Disbursement Timeline & Reporting Requirements

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- Impact Aid payments issued in late-Fall/Winter, Spring, and Summer
  - Impact Aid applications submitted annually by 1/31 and amended by 6/30
  - Notice of supplemental funding issued in May and acknowledged in June
  - Annual applications for Children With Severe Disabilities (CSWD) funding are due by 7/15
  - Current year disbursements are based on prior year application submissions
- Department of the Navy NJROTC
  - Quarterly disbursements for funded personnel costs (School Operating)
  - School-based reimbursements for program supplies are submitted/received on a rolling basis (Grant)

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# Disbursement Timeline & Reporting Requirements (cont.)

- Federal reimbursement of interest is only received if bonds are sold
- Medicaid
  - Interim claims for direct services are requested 2-3 times per month and are paid immediately
  - Cost settlement reports are due 11/30 for the previous school year and paid in June/July
  - Transportation reports are completed quarterly and filed at the end of the school year and paid within 30 days
  - Administrative claims are due the 15th of each month paid within 30 days

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# Disbursement Timeline & Reporting Requirements (cont.)

- Title and IDEA grant funds are disbursed on a reimbursement basis
  - Annual funding applications for ESEA programs are due by 7/1; IDEA applications are due in April/May
  - Reimbursement requests are submitted to VDOE at least quarterly
  - Reimbursement deadline of 11/15 following a 27-month funding period ending 9/30
  - FY26 budgets are inclusive of new awards and carryforward balances
- Adult Basic Education and Corrections Education funds are disbursed on a quarterly reimbursement basis and require a local match of 15%

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# Disbursement Timeline & Reporting Requirements (cont.)

- Department of Defense Education Activity (DoDEA) grant funds are disbursed on a quarterly reimbursement basis
  - Funds are competitively awarded for a five-year performance period
  - FY26 budgets reflect estimated carryforward balances for current awards
- HVAC Coronavirus State & Local Fiscal Recovery Funds
  - Disbursed on a reimbursement basis from VDOE through December 31, 2026
  - FY26 budget reflects the estimated balance of outstanding encumbrances
- MYCAA, Post 9/11 GI Bill and Title IV Pell grants will only have disbursements if there are eligible student enrollments

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# Disbursement Timeline & Reporting Requirements (cont.)

- McKinney-Vento Homeless Assistance Act
  - Reimbursement deadline of 9/30 following a 24-month funding period that ends 7/31
  - FY26 budgets are inclusive of new awards and carryforward balances
- Perkins V
  - Program applications are due late-April
  - Funds disbursed by VDOE on a reimbursement basis through 9/30 annually
  - Reimbursements cannot be submitted until all state equipment and testing grant reimbursement claims have been submitted

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# Disbursement Timeline & Reporting Requirements (cont.)

- USDA School Nutrition Programs
  - All USDA programs are reimbursed monthly based on the number of reimbursable meals served
  - NSLP and SBP applications are due 7/1
  - CACF Program applications are submitted and approved by VDOE by 10/31
  - SFSF applications must be submitted 30 days prior to the date of operation and before 6/15
  - USDA Commodities program provides an allocation distributed in the form of direct ship goods, processed food products, and/or allotments of fresh fruits and vegetables; program applications are due 3/31

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# Comments/Questions



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

**Section:** Student, Employee and Public Awards and Recognition **Date:** May 13, 2025

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

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

**Presenter(s):** Carolyn D. Weems, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishments of those receiving the May 13, 2025, 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:
A. VBCPS Future Teacher Awards

**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:**

No budgetary implications.

**Next Steps:**

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

**Section: Approval of Meeting Minutes** **Date: May 13, 2025**

**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 8, 2025 Regular School Board Meeting
B. April 22, 2025 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
Bylaw 1-43

**Budget Impact:**

No budgetary implications.

**Next Steps:**

No further action needed.

*School Board Services*

**Kathleen J. Brown, Chair**
District 10

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District 9

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District 2

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District 5

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

***School Board Regular Meeting MINUTES***
**Tuesday, April 8, 2025**

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

***1. Administrative, Informal, and Workshop:*** Chair Brown convened the Administrative, Informal, and Workshops session at 4:30 p.m. on the 8th day of March 2025.

In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer (arrived at 4:37 p.m.), Dr. green and Ms. Rogers.

The following School Board Members were not in attendance: Ms. Felton (death in family) and Ms. Melnyk (personal reasons.)

A. School Board Administrative Matters and Reports: Chair Brown mentioned due to scheduling conflicts, the Vice Chair can no longer serve on the Mental Health Task Force. This item will be added to the agenda for a vote tonight. Chair Brown also mentioned if the School Board Members had any topics for the School Board Retreat. The topics suggested were unified pay scale (having two scales) and budget reconciliation.

B. Ad Hoc Committee to Study Open Space Uses of School Property on Jericho Road Committee Report: Vice Chair Weems, as the Ad Hoc Committee Chair, provided the School Boad an update from the Ad Hoc Committee to Study Open Space Uses of School Property on Jericho Road regarding the work undertaken by the Ad Hoc Committee. The members of the Ad Hoc Committee were reviewed. The map of the existing property location was shared along with the parcel acres: Pembroke Elementary School: 13.24 acres, Bayside 6th Grade Campus: 12.97 acres, and 5.69 acres known as the Old Treatment Plant. An overview of the possible new subdivision of the properties was reviewed. It was noted, to transfer or sell surplus property, there will be a need to address the demolition of a building. It was also mentioned that the cost to maintain an empty building is also significant. The Ad Hoc Committee developed seven options for the Jericho Road properties and the options were briefly reviewed.

The Ad Hoc Committee recommendations were – Option 3: transfer or sale of the property to the City for open space and park use; Option 6: sale of property with a Request of Information (RFI) with general parameter for reuse of the property and requiring a portion for dedicated open space or park. For the short term, the Committee discussed the following Option 2: School Board retains and leases the site & building.

The presentation continued with questions and comments regarding RFI and RFP; defined reuse of property; open space; committee report; residents of the community; removal of building; cost to demolish; transfer of property; committee recommendations; sale of property and use of funds (operating budget or CIP); voting on topic (by August); and support of Option 3.

**2.** ***Closed Session:*** At 5:01 p.m., Vice Chair Weems made the following motion, seconded by Ms. Rogers 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, Paragraphs 1, 2, 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

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

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

Namely to discuss:

A. Pending student investigations and complaints.
B. Pending employee investigations and complaints.
C. Status of pending litigation or administrative cases.
D. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to recess into Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers. The motion passed, 9-0-0.

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The School Board recessed into Closed Session at 5:04 p.m.

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

B. Pending employee investigations and complaints: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff; and Regina M. Toneatto, school board clerk.

A. Pending student investigations and complaints: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff; and Regina M. Toneatto, school board clerk.

C. Status of pending litigation or administrative cases; and
D. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 5:24 p.m.

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

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

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

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

Ms. Dwyer made the motion, seconded by Mr. Culpepper. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers. The motion passed, 9-0-0.

***3. School Board Recess..... 5:30 p.m.***

Chair Brown adjourned the Administrative, Informal, and Workshop session at 5:26 p.m.

***4. Formal Meeting*** *(School Administration Building #6 – School Board Room)* ***..... 6:00 p.m.***

***5. Call to Order and Roll Call:*** Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chambers at 6:01 p.m. on the 8th day of April 2025.

In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer (arrived at 4:37 p.m.), Dr. green and Ms. Rogers.

The following School Board Members were not in attendance: Ms. Felton (death in family) and Ms. Melnyk (personal reasons.)

***6. Moment of Silence followed by the Pledge of Allegiance***

***7. Student, Employee and Public Awards and Recognition***

A. VHSL Class 5 girls and boys swimming - First Colonial High School: The School Board recognized the following students from First Colonial High School as the Class 5 State Champion Swimmers for the Girls 400-yard Freestyle Relay Team: juniors, Dara Duffy, Norah Everhart, Maris Marchione, and senior, Sara Teague. Prior to winning the 2025 Class 5 State Swimming Championships, First Colonial's girls 400-yard freestyle relay team also won the relay at Districts and Regionals.

The School Board recognized the following students from First Colonial High School as the Class 5 State Champion Swimmers for the Boys 400-yard Freestyle Relay Team: sophomores, Parker Knapp and Wilson Wood, and juniors, Austin Temple and Chase Wilkerson. First Colonial's boys 400-yard freestyle relay won the Class 5 State Championship by over three and a half seconds.

B. VHSL Class 5 state champion wrestling team - Cox High School: The School Board recognized the Cox High School wrestling team as the VHSL Class 5 State Champions. The team secured its second state championship title in a row, proving that perseverance and dedication lead to championship success. The following students were also recognized, Karl Ludwig II in the 150-pound weight class on winning his first individual state championship title, and Rudy Wagner in the 190-pound weight class on winning his second individual state championship title.

C. VHSL Class 5 & 6 state wrestling, individual champions – Cox, Kellam, Landstown, Princess Anne, Salem and Tallwood high schools: The School Board recognized the following students for individual wrestling state championships: Kellam High School: Brodie Altman and Kellen Good. Brodie is a senior competing in the 138-pound weight class. He has won the Region 5A and the VHSL state tournament two years in a row. Kellen is a senior competing in the 144-pound weight class. He won both regional and state competitions this year. Landstown High School: Rafael Hayato Otero is a senior who competes in the 126-pound weight class. He placed in the state wrestling tournament all four years of high school, and he finished his high school wrestling career with a record of 136-31. Princess Anne High School: Ethan VanNostrand is a four-time regional place winner and a four-time state qualifier in wrestling. He concluded his senior year at Princess Anne High School by winning both the 2025 Region 5A Championship and the 2025 Class 5 VHSL state wrestling championship at the 132-pound weight class. Salem High School: Hunter Elliott won the VHSL Class 5 State Championships in the 120-pound weight class against an opponent who had been his rival for most of his high school career.
Tallwood High School: Colton Hepp is a junior who competes in the 113-pound weight class. He didn't give up a single point in the state championship. Tatiana Denig is a junior who competes in the 145-weight class, which she won in the VHSL State Girls Open Championships. She is a fierce wrestler that completed the year undefeated, 23-0. She won the regional championships and the state championships.

***8. Adoption of the Agenda:*** Chair Brown mentioned the following modifications to the agenda, under Action Item #15C. The new order is #1 – Increase the cost of tickets in the 2025-26 school year; #2 – Expand ticket sales for high school and middle school; and #3 – Increase the Supplement of Coaches and Sponsors by 10% and pay an additional stipend for coaches and sponsors whose team advance to postseason play. The addition of Item #15E – Committee Assignment update, the removal of Caroly Weems from the Mental Health Task Force. Chair Brown called for any other modifications to the agenda.

Mr. Culpepper made a motion to add a resolution to the Action Agenda – Resolution to comply with legal obligations in exchange for receiving federal financial assistance. Mr. Bohenstiel seconded the motion. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the motion to add a resolution to the Action Agenda – Resolution to comply with legal obligations in exchange for receiving federal financial assistance: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer. There were three (3) nays opposed to the motion to add a resolution to the Action Agenda – Resolution to comply with legal obligations in exchange for receiving federal financial assistance: Mr. Cummings, Dr. Green, and Ms. Rogers. The motion passed, 6-3-0.

Chair Brown called for a motion to approve the agenda as presented and modified. Ms. Rogers made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were seven (7) ayes in favor of the motion to approve the agenda as presented and modified: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Ms. Dwyer, and Ms. Rogers. There were two (2) nays opposed to the motion to approve the agenda as presented and modified: Mr. Cummings and Dr. Green. The motion passed, 7-2-0.

***9. Superintendent's Report** (second monthly meeting) **and recognitions** (first and second monthly meetings)*

There was no superintendent's report or administrative recognitions this evening.

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

A. March 25, 2025 Regular School Board Meeting: Chair Brown called for any modifications to the March 25, 2025, regular School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the March 25, 2025, minutes as presented. Mr. Callan made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the March 25, 2025, minutes as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

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

There were six (6) in-person speakers and one (1) online speaker. The topics included pay raise for teachers; teachers overworked and undervalued; fair compensation; removal of DEI; bullying; kindness and compassion; National Chaplain Program; schools access to chaplains; state average of teacher pay; inflation and cost of living; student activity fees; DEI programs; federal grants; low income; food support; free and reduced lunches; DEI certification letter; and public use of schools.

The Public Comments concluded at 6:41 p.m.

***12. Information***

A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its March 19, 2025 meeting.
   1. Bylaw 1-38/Regular Meetings: The PRC recommends amending the Bylaw to clarify when meetings of the School Board will be scheduled. There was a brief discussion regarding recommended meetings in July and August; the feasibility of having one meeting in July and August; and the ability to add a meeting if needed.
   2. Policy 3-15/Local Funds: There are no recommended changes to this policy. This policy is being reviewed to comply with the 5-year review period.
   3. Policy 3-19/Certain Special Revenue Funds: The PRC recommends updating the Legal References.
   4. Policy 3-20/Fines and Fees/Generally: The PRC recommends adding detailed explanation of the notices provided to families regarding fees and fines that may be imposed.
   5. Policy 3-24/Gifts, Grants and Bequests of Property: The PRC recommends changes to explain in more detail how the School Board will handle gifts, grants, and bequests of property in the future.

6. Policy 3-31/Purchasing: Cooperative Procurement: The PRC recommends adding language to include the interest of the School Division and updating the name of the department.
7. Policy 3-33/Requisitions/Purchase Orders: The PRC recommends updating language to reflect current practices and updating the name of the department.
8. Policy 3-35/Competitive Sealed Bidding/ Awards: The PRC recommends adding the word "publicly "the section B.5., adding "responsive and" to section C.5., and changing "purchaser" to "requester" in order to clarify the intent of the policy. Additionally, the PRC recommends updating the name of the department. There was a brief discussion regarding item #C.1. – use of the word "normally"; use of local businesses may cost more than out of state; shipping costs higher; delivery of product sooner; and sometimes going with a slightly higher cost.
9. Policy 3-36/Receiving/ Paying for Goods and Services: The PRC recommends amending the policy to clarify that goods and services will be paid for in accordance with the procurement manual.
10. Policy 3-37/Vendors/Contractors/Sales Representatives: The PRC recommends changes based on current School Division practices and updating the legal references.
11. Policy 3-38/Competitive Negotiation/ Awards/ Small Professional Services Contracts: The PRC recommends minor scrivener's changes, changes to the name of the department, including language that receiving only one (1) bid does not disqualify the bid, and that the Chief Financial Officer may authorize exemptions and will inform the School Board of the exemptions.
12. Policy 3-39/Competitive Negotiation/Awards: Procurement of Professional Architectural and Engineering Services: The PRC recommends minor scrivener's changes, adding language to verify that if less than three responses, all qualified responding firms will be interview, and increasing the contract amount required for this process to align with other policies.
13. Policy 3-82/Transportation of Disabled Students: The PRC recommends changing the title of the policy and to clarify the policy regarding the School Division's responsibility required by law.
14. Policy 3-89/General Contract Execution Policy: The PRC recommends updating the name of the department, and other changes to align with changes made to other policies, and removing language that is already found in Polic 3-90.
15. Policy 5-49/Interscholastic Competition: The PRC recommends removing specific language that only referred to the 2019-2020 and the 2020-2021 school years.

Vice Chair Weems made a brief comment regarding the removal of the phrase School Board and/or designee on a few of the policies; and notification to the whole School Board of any changes.

B. JUUL Labs, Inc., and Altria Settlement Funds: Crystal Pate, chief financial officer, provided the School Board information on the JUUL Labs and Altria Settlement Funds. During this fiscal year, VBCPS has received settlement payments totaling $604,429.79. One settlement received through the Altria settlement amounted to $430,815.05. The second settlement amounted to $173,617.74, which was the third scheduled payment under the JUUL Labs, Inc. Settlement. There are no restrictions on how these funds may be used. Guidance is needed from the School Board on whether these funds school be allocated in the same manner to the continued support of the recovery school.

The presentation continued with questions and comments regarding funding covering the Recovery School, how many years the fund would cover; grants for Recovery School; transportation costs for Recovery School; funds in a categorical grant; no restrictions on the funds and retaining funds for future use; request to move funds into a categorical grant; and PAYGO.

***13.*** ***Return to public comments if needed:*** As noted under Agenda Item #11, the Public Comments concluded at 6:41 p.m.

***14.*** ***Consent Agenda:*** Chair Brown read the following item on the Consent Agenda:

A. Religious Exemption(s): Recommended that the School Board approve Religious Exemption Case No. RE-25-01, RE-25-02, RE-25-03, RE-25-04, RE-25-05.

After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Ms. Dwyer made the motion, seconded by Dr. Green. Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

***15. Action***

A. Personnel Report / Administrative Appointments: Chair Brown called for a motion to approve the April 8, 2025 personnel report and administration appointments. Ms. Dwyer made the motion, seconded by Mr. Cummings, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the April 8, 2025, personnel report along with the administrative appointment as recommended by the Superintendent. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the April 8, 2025 personnel report and administrative appointments: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

Note, there were no administrative appointments this evening.

B. Local Special Education Annual Plan – Application and Report for Virginia Department of Education (VDOE): Chair Brown called for a motion to approve the Local Special Education Annual Plan - Application and Report for the Virginia Department of Education. Dr. Green made the motion, seconded by Ms. Rogers. Superintendent Robertson noted there was a revision to the application and the information was part of the handouts for the School Board. The handout included the amended language to the application. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Local Special Education Annual Plan - Application and Report for the Virginia Department of Education: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers.
The motion passed, 9-0-0.

C. The Rising Costs of Student Activities
1. Increase the Supplement of Coaches and Sponsors by 10% and pay an additional stipend for coaches and sponsors whose team advance to postseason play.
2. Increase the cost of tickets in the 2025-26 school year.
3. Expand ticket sales for high school and middle school.

Note: during the adoption of the agenda, the order of the items was changed. See Agenda Item #8.

C. The Rising Costs of Student Activities:
1. Increase the cost of tickets in the 2025-26 school year: Chair Brown called for a motion to increase the cost of tickets for the 2025-26 school year, as presented. Vice Chair Weems made the motion, seconded by Mr. Bohenstiel. There was a brief discussion regarding the middle school ticket pricing; the ticket price as originally presented was $8.00 but was reduced to $6.00; and clarification on the motion. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to increase the cost of tickets for the 2025-26 school year: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers.
The motion passed, 9-0-0.

2. Expand ticket sales for high school and middle school: Chair Brown called for a motion to approve the expansion of ticket sales for high school and middle school, as presented. Vice Chair Weems made the motion, seconded by Mr. Culpepper. Chair Brown shared thoughts regarding the increase in ticket sales; the increased cost of tickets and the expansion of ticket sales will be generating revenue to help pay for the next vote on increasing the supplement; request for the School Board to receive updates on the process; and if any adjustments are necessary. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to expand ticket sales for high school and middle school, as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

3. Increase the Supplement of Coaches and Sponsors by 10% and pay an additional stipend for coaches and sponsors whose team advance to postseason play: Chair Brown called for a motion to approve the increase of the supplement of coaches and sponsors by 10% and pay an additional stipend for coaches and sponsors whose team advance to postseason play, as presented. Ms. Rogers made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the increase of the supplement of coaches and sponsors by 10% and pay an additional stipend for coaches and sponsors whose team advance to postseason play, as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

D. Local Plan and Budget for Career and Technical Education 2025-26 (Carl D. Perkins Grant): Chair Brown called for a motion to approve the local plan and budget for career and technical education 2025-26. Mr. Cummings made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the local plan and budget for career and technical education 2025-26: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0.

E. Committee Assignment Update – removal of Carolyn Weems from the Mental Health Task Force: Note, item was added during the Adoption of the Agenda. See Agenda Item #8.
Chair Brown called for a motion to remove Carolyn Weems from the Mental Health Task Force. Ms. Rogers made the motion, seconded by Ms. Dwyer. Vice Chair Weems mentioned due to her work schedule; she is no longer able to serve on the Mental Health Task Force. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to remove Carolyn Weems from the Mental Health Task Force: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green and Ms. Rogers. The motion passed, 9-0-0

F. Resolution to comply with legal obligations in exchange for receiving federal financial assistance: Note, item was added during the Adoption of the Agenda. See Agenda Item #8.
Chair Brown called for a motion and a second for Mr. Culpepper's resolution to comply with legal obligations in exchange for receiving federal financial assistance. Chair Brown mentioned Mr. Culpepper will read the resolution after the motion and second; there are possible substitute motions; and a reminder to the School Board Members to keep comments to the motion currently on the floor. Mr. Culpepper made the motion, seconded by Mr. Bohenstiel.

DRAFT

Mr. Culpepper read the following resolution:

**To comply with legal obligations in exchange for receiving federal financial assistance**.

**WHEREAS**, the School Board of the City of Virginia Beach has previously adopted policies, procedures, practices, and strategic framework including Diversity, Equity, and Inclusion; and

**WHEREAS**, President Trump signed Executive Order 14190 on January 29, 2025, titled Ending Radical Indoctrination in K-12 Schooling; and

**WHEREAS**, on February 14, 2025, the United States Department of Education Office for Civil Rights (USDOE) published a Dear Colleague Letter, reiterating legal requirements under Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the United States Constitution; and

**WHEREAS**, on February 28, 2025, the USDOE released Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act; and

**WHEREAS**, On April 3, 2025, The School Board of the City of Virginia Beach received a request for certification of compliance from the Virginia Department of Education, titled Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification under Title VI and SFFA v. Harvard.

**WHEREAS**, the deadline for this certification is April 11, 2025, at 5 pm.

**NOW THEREFORE IT BE RESOLVED**, that:

1. The School Board of the City of Virginia Beach (School Board) directs the Superintendent or designee to work with legal counsel for the School Board to take the necessary steps to comply with the above federal guidance under Title VI.
2. The School Board directs the Superintendent to rename the Department of Diversity, Equity, and Inclusion to the Department of Opportunity and Achievement and to work with legal counsel for the School Board to suspend all educational program offerings that do not comply with the above federal guidance, including but not limited to: the Equity Plan, the Equity Dashboard, and any educational program offerings that would not comply.
3. The School Board directs the Superintendent to suspend Policy 5-4, until the Policy Review Committee has brought recommended changes to the School Board for approval, no later than May 31, 2025.
4. The School Board directs the Superintendent or designee to work with legal counsel for the School Board to suspend any portion of the 2025 or 2030 Strategic Framework that does not comply with the above guidance, including but not limited to: all references to equity and equity emphasis, diversified workforce, the equity dashboard, and racial emphasis.
5. The School Board directs the Superintendent or designee to recommend modifications to the 2025 and 2030 Strategic Framework to be in compliance with the above guidance for information no later than May 15, 2025.
6. The School Board directs the Superintendent or designee to work with legal counsel for the School Board to evaluate employment, contracting, and purchasing practices to ensure consistency with the above guidance.
7. The School Board directs the Superintendent to sign the certification and send it to the Virginia Department of Education.
8. The Superintendent or designee is directed to provide the School Board with timely updates concerning compliance with this Resolution.

DRAFT

This Resolution is adopted by the School Board of the City of Virginia Beach, this 8th day of April 2025.

A discussion followed regarding the resolution; choices to honor the guidance given and accept federal funds or to not agree and turn down federal funds. Mr. Cummings made a motion to defer the vote to a special School Board meeting on Thursday. Mr. Cummings noted public input on resolution, impacts and suspends policies/programs, need for more information, rushing to a decision. There was a brief legal discussion regarding the special meeting and following process for special meetings. Chair Brown called for a second to the motion on the floor. Ms. Rogers seconded the motion by Mr. Cummings. A brief discussion followed regarding the motion to defer vote; public input; how impacts division; transparency and community input; public to have time to read through the resolution; mention of extension of deadline from the Department of Education to April 23; scheduled School Board meeting on April 22; and cannot support a deferral of resolution/vote.

Mr. Cummings amended his motion – to defer resolution to the April 22, 2025 School Board meeting. Ms. Rogers concurred with the amendment. A brief comment was shared, could not support the deferral of resolution; turnaround time to certify document; support for the deferral; public input; suspending policy and how it impacts day-to-day operations; transparency and community; important to have public input; and extension of timeline. Without further discussion, Chair Brown called for a vote on Mr. Cummings amended substitute motion – motion to defer resolution to the April 22, 2025 School Board meeting. The School Board Clerk announced there were three (3) ayes in favor of the amended substitute motion to defer resolution to the April 22, 2025 School Board meeting: Mr. Cummings, Dr. Green, and Ms. Rogers. There were six (6) nays opposed to the amended substitute motion: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer. The amended substitute motion did not pass, 3-6-0.

Chair Brown noted the original motion from Mr. Culpepper was on the floor and open for discussion. The discussion continued regarding the original motion; disruptive to student academics; receiving document on short notice; ambiguity of resolution; withholding federal funding; diverse workforce and highly qualified staff; impact on programs; advocate for students; Executive Order and federal law; federal funding for All Hungry Students Act; Title VI; and treating others with respect.

Ms. Rogers submitted a substitute motion/resolution, seconded by Mr. Cummings. Ms. Rogers read the following resolution:

**RESOLUTION**

**To comply with legal obligations in exchange for receiving federal financial assistance.**

**WHEREAS,** the School Board of the City of Virginia Beach has previously adopted policies, procedures, practices, and strategic framework; and

**WHEREAS,** President Trump signed Executive Order 14190 on January 29, 2025, titled *Ending Radical Indoctrination in K-12 Schooling; and*

**WHEREAS,** on February 14, 2025, the United States Department of Education Office for Civil Rights (USDOE) published a *Dear Colleague Letter*, reiterating legal requirements under Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the United States Constitution; and

**WHEREAS,** on February 28, 2025, the USDOE released *Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act; and*

**WHEREAS**, On April 3, 2025, The School Board of the City of Virginia Beach received a request for certification of compliance from the Virginia Department of Education, titled *Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification under Title VI and SFFA v. Harvard.*

**WHEREAS,** the deadline for this certification is April 11, 2025, at 5 pm.

**NOW THEREFORE IT BE RESOLVED, that:**

1. The School Board of the City of Virginia Beach (School Board) directs the Superintendent or designee to work with legal counsel for the School Board to take the necessary steps to comply with federal and state law.
2. The School Board directs the Superintendent to rename the Department of Diversity, Equity, and Inclusion to better reflect the work being completed in that office and to comply with federal and state laws. The School Board further directs the Superintendent to work with legal counsel for the School Board to continue all educational program offerings to ensure they are in compliance with both federal and state law.
3. The School Board Policy Review Committee will review policy 5-4 to ensure compliance with federal and state law and bring recommended changes to the School Board for approval, no later than May 31, 2025.
4. The School Board directs the Superintendent or designee to work with legal counsel for the School Board to suspend any portion of the 2025 or 2030 Strategic Framework to be in compliance with federal and state law.
5. The School Board directs the Superintendent or designee to recommend modifications to the 2025 and 2030 Strategic Framework to be in compliance with federal and state law for information no later than May 31, 2025.
6. The School Board directs the Superintendent or designee to work with legal counsel for the School Board to evaluate employment, contracting, and purchasing practices to ensure consistency with the federal and state law.
7. The School Board directs the Superintendent to sign the certification and send it to the Virginia Department of Education.
8. The Superintendent or designee is directed to provide the School Board with timely updates concerning compliance with this Resolution.

This Resolution is adopted by the School Board of the City of Virginia Beach, this 8th day of April 2025.

A discussion followed regarding the substitute motion/resolution; reasons for amended resolution; following federal and state laws; naming of office; continuing educational programs; keeping information required to report; Policy 5-4, Section F; impact on curriculum and programs, conflicts; tutoring program; who is required to sign certification; special education; accountability; not in compliance, need for federal funding; keep educational programs; comply with federal and state law; and eliminating programs inadvertently.

Without further discussion, Chair Brown called for a vote on Ms. Rogers' substitute motion. The School Board Clerk announced there were two (2) ayes in favor of Ms. Rogers' substitute motion: Mr. Cummings and Ms. Rogers. There were seven (7) nays opposed to Ms. Rogers' substitute motion: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Ms. Dwyer, and Dr. Green. The motion did not pass, 2-7-0.

Chair Brown mentioned the original motion, Mr. Culpepper's resolution was on the floor for a vote. There was a discussion regarding the original motion; cannot support the resolution; appreciation of comments and views shared; name change of department; suspending policy; no public input on resolution; amount of federal funding (approximately $74 million); being compliant; Policy 5-4; and support for the resolution. Without further discussion, Chair Brown called for a vote.
The School Board Clerk announced there were six (6) ayes in favor of the resolution presented by Mr. Culpepper: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer. There were three (3) nays opposed to the resolution presented by Mr. Culpepper: Mr. Cummings, Dr. Green, and Ms. Rogers. The motion passed, 6-3-0.

***16. Committee, Organization or Board Reports:***

Dr. Green shared the following information: Legislative Committee Meeting scheduled for Friday, April 11 at 11:00 a.m. in the School Administration Building; thanks to Dr. Trotman and Department of Human Resources for the recruitment fair event; and on April 23 at 6:00 p.m. at Newtown Road Elementary, a town hall meeting for community input regarding the Tri-Campus, there is also an online portal to share comments.

***17. Return to Administrative, Informal, Workshop or Closed Session matters:*** Closed Session during the Administrative, Informal, and Workshop session. See Agenda Item #2.

***18. Adjournment:*** Chair Brown adjourned the meeting at 8:08 p.m.

Respectfully submitted:

_____
Regina M. Toneatto, Clerk of the School Board

Approved:

_____
Kathleen J. Brown, School Board Chair

DRAFT

*School Board Services*

**Kathleen J. Brown, Chair**
District 10

**Carolyn D. Weems, Vice Chair**
District 9

**Mark Bohenstiel**
District 3

**Michael Callan**
District 6

**David Culpepper**
District 8

**Matt W. Cummings**
District 7

**Rose M. Dwyer**
District 1

**Sharon R. Felton**
At-Large

**Dr. Alveta J. Green**
District 4

**Kimberly A. Melnyk**
District 2

**Melinda J. Rogers**
District 5

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

***School Board Regular Meeting MINUTES***
**Tuesday, April 22, 2025**

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

***1.*** ***Administrative, Informal, and Workshop:*** Chair Brown convened the Administrative, Informal, and Workshop session at 4:00 p.m. on the 22nd day of April 2025.

In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

A. School Board Administrative Matters and Reports: Chair Brown mentioned the May sign-up sheets for one-to-one meetings with Superintendent Robertson and school visits with Superintendent Robertson.

B. Mental Health Task Force Update: Robert Jamison, executive director, Office of Student Support Services, provided the School Board information on the work of the Mental Health Task Force. The presentation covered the current needs and challenges, updates from the task force, and the next steps. Data was shared regarding suicide risk assessments completed by VBCPS staff this year. The work of the task force was shared by groups: access; awareness; and stigma/identification. Under access, information was shared about VB Child and Youth Behavioral Health, CHKD and VBCPS Bridge Program, and collaboration with community partners. Data was shared from the Care Colace platform regarding total cases, total communications, key performance indicators, demographic data, mental health, and insurance. Under awareness, information was shared about mental health resources and services shared at events, 2025 VBCPS Wellness Event, and grant-funded initiatives.

The work of the stigma/identification team included staff mental health: staff mental health resource document and supporting staff experiencing suicidal ideation and student mental health: Youth Mental Health First Aid training and mental health versus mental illness. The next steps included continuing efforts mentioned, co-coordinate Celebrating Children Event with GrowSmart, expand brief counseling services to students, and report progress and outcomes to stakeholder groups.

The presentation continued with questions and comments regarding team progress; referral numbers; insurance and assistance if a family does not have or loses insurance; Bridge Program; Care Solace; referrals for Bridge Program; factors regarding mental health; referral form; and parental consent for programs.

C. Compliance Update: Cheryl R. Woodhouse, chief of staff, provided the School Board with an update on the progress of the School Board Resolution, passed on April 8, 2025, to comply with legal obligations in exchange for receiving federal financial assistance. The presentation covered the history of federal actions/drivers, School Board resolution, and administration actions as of April 22, 2025. The timeline was reviewed regarding Executive Order #14190, USDOE *Dear Colleague Letter*, USDOE Frequently Asked Questions, and VDOE Compliance Certification. The April 8 resolution was mentioned and displayed. The administration actions included renaming the Office for Diversity, Equity and Inclusion to the Office of Opportunity and Achievement; the Equity Plan, Equity Dashboard have been disabled and are under review; educational programs under the office continue to be reviewed; and Policy 5-4 has been disabled, pending review by the Policy Review Committee (PRC) in the April 23 meeting.

Other administration actions included the review of *Compass to 2025*, supporting documents, and *Compass to 2030*, on May 13, the administration will present the revisions to both plans; and review of employment, contracting, and purchasing practices. It was noted that the VDOE amended the due date for signature of compliance to April 24, 2025 and a second certification based on FERPA and PPRA is required by April 29.

The presentation continued with questions and comments regarding Department of Education; lawsuits, preliminary injunction; educational programs under review; Equity Council; Executive Order; resolution and no public input; Policy 5-4; School Board emails on topic; clarification on programs; recruitment and hiring; academic impact; equity dashboard; impact to programs, student organizations, 504 plans, IEP; museum at Renaissance Academy; impact on staff; federal funding ($74 million), what is funding for; Title VI; number of speakers at meeting tonight; FOIA requests; input from community; review of timeline of related actions; workforce development, Recovery School; equity and equality; change of DEI office name; compliance; *Compass to 2025*; Goal 4 – Diversity in Workplace; and equity plan.

***2.*** ***Closed Session*** *(as needed)*:
None during the Administrative, Informal, and Workshop Session. See Agenda Item #17***.**

***3.*** ***School Board Recess:***
Chair Brown adjourned the Administrative, Informal, and Workshop session at 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:*** Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 22nd day of April 2025.
In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

***6.*** ***Moment of Silence followed by the Pledge of Allegiance:*** After the Pledge of Allegiance, the Rosemont Forest Elementary School Chorus sang the National Anthem.

***7.*** ***Student, Employee and Public Awards and Recognition***

A. Excellence in Emergency Response – Larkspur Middle School: The School Board recognized the various staff members of Larkspur Middle School who assisted a student having an emergency during PE class outside the school.

B. VHSL Class 5 girls basketball state champions – Princess Anne High School: The School Board recognized the Lady Cavaliers of Princess Anne High School as the VHSL Class 5 girls basketball state champions. This is the school's 15th state title and third championship in a row.

C. VHSL Class 5 boys basketball state champions – Green Run High School: The School Board recognized the Green Run High School boys basketball team for securing both the Class 5 Region A championship and the Virgina Class 5 state title. The team concluded the season with an impressive 24-2 overall record, including a 15-1 mark in regional play.

***8.*** ***Adoption of the Agenda:*** Chair Brown mentioned the following modification to the agenda, the April 8, 2025 meeting minutes will be moved to the May 13, 2025 School Board meeting, and comments from the workshop will continue at the end of the meeting before the Closed Session. Chair Brown called for any other modifications to the agenda as presented. Hearing none, Chair Brown called for a motion to approve the agenda as presented and modified. Mr. Callan made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as presented and modified. The motion passed unanimously, 11-0-0.

***9.*** ***Superintendent's Report*** *(second monthly meeting)* ***and recognitions*** *(first and second monthly meetings):*

Superintendent's Report: Superintendent Robertson shared the following information: 1) During the Month of the Military Child, students and staff showed their support during Purple Up Day on April 2 and on the same day, was the opening of the Art of Being a Military Child exhibit at Lynnhaven Mall.; 2) Kellam High School is one of only 10 schools in the country who have hosted the Wings of Tomorrow Symposium. On April 11, the U.S. Air Force program included several motivational speakers and members of the Air Force also answered questions from the students about life choices and career paths.; 3) our 2025 Model Partnerships demonstrate documented results, mutually supportive relationships and a significant impact on students' academic achievement and personal growth. Dr. Robertson shared the names of the 13 Model Partners who have set the standard for excellence in community engagement.; 4) April 7th through 11th was National Assistant Principals Week. These dedicated professionals work tirelessly to uplift teachers, motivate students, support their principal and create a positive learning community.; and 5) save the date events: April 23 – gathering community feedback on the Tri-Campus at Newtown Elementary School from 6:00 p.m. to 7:00 p.m.; Saturday, April 24 from 8:30 a.m. to noon – GrowSmart and VBCPS are hosting the Celebrating Children event at Mount Trashmore; and May 5-9 is Teacher Appreciation Week, PTAs and community partners will be celebrating our valuable educators.

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

A. April 8, 2025 Regular School Board Meeting: Note, item moved to the May 13, 2025 School Board Meeting. See Agenda Item #8.

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

There were eighty-four (84) in person speakers, including ten (10) student speakers and ten (10) online speakers. The topics included resolution; educational equity plan; Policy 5-4; diversity, equity, and inclusion (DEI); executive order; federal funding; vote on April 8 regarding the resolution; fairness; parents rights; educational results; special educational programs; different needs of students; caring about every student; community input; academic achievement; school nurses – compensation for school nurses, students well-being, and medical needs of students; motion to defer resolution; equity and equality; importance of diversity; expanding programs in elementary; Title VI; military families; school choice; impacts from resolution; teacher pay; Title I programs; focus on education; school clubs; and global studies.

The Public Comments were suspended at 7:58 p.m., to continue with the business of the School Board.

***12. Information***

A. Harbor Hope Center Progress (Region 2 Recovery School) Update: Robert Jamison, executive director, Office of Student Support Services, presented the School Board information on the Harbor Hope Center progress and the work of the Region II Steering Committee. The following list of accomplishments were shared: secured consent/approval from each city, executed a partnership agreement with participating cities and submitted Virginia Opioid Abatement Authority (VOAA) Cooperative Partnership Grant, received Virginia Board of Education (VBOE) support to establish Harbor Hope Center Regional Recovery School, drafted regional recovery school legal documents and began formation of committees and boards, and continued the development of operational details and logistics. Progress also included the continued development of the Memorandum of Understanding (MOU) for participating school boards and began development of MOU with Chesapeake Integrated Behavioral Health to formalize partnership.

The presentation continued with questions and comments regarding the MOU; timeline for recovery school; involvement from other school districts; costs; working on parameters for operation; and school boards commitment to the project.

B. 2025 VSBA Excellence in Workforce Readiness Award: Sara Lockett, Ed.D., director, Office of Technical and Career Education, provided the School Board information regarding the nomination of Virginia Beach City Public Schools' partnership with the Regional Maritime Training System powered by the Hampton Roads Workforce Council for the 2025 Virginia School Board Association (VSBA) Excellence in Workforce Readiness Award. Dr. Lockette reviewed the application process: nominating an Innovative Program, secure School Board approval, and submission of the application electronically by May 30, 2025.

C. General Fees Schedule 2025-26: Crystal Pate, chief financial officer, provided the School Board with information on the proposed FY 2025-26 General Fees Schedule including the rates for student fees for optional/ancillary services or activities. Ms. Pate reviewed some of the fee increases for paid lunch, paid breakfast, Behind the Wheel, Practical Nursing I and II, Cosmetology (tool kits), Electronics/Robotics (lab pack fee), and athletic tickets, to name a few.

***13. Return to public comments if needed:*** The Public Comments resumed at 8:19 p.m. and ended at 11:33 p.m. See Agenda Item#11 for topics discussed.

The School Board had a short recess at 11:33 p.m. and reconvened at 11:43 p.m.

***14. Consent Agenda:*** Chair Brown read the following items on the Consent Agenda:

A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its March 19, 2025 meeting.

1. Policy 3-15/Local Funds: There are no recommended changes to this policy. This policy is being reviewed to comply with the 5-year review period.
2. Policy 3-19/Certain Special Revenue Funds: The PRC recommends updating the Legal References.
3. Policy 3-20/Fines and Fees/Generally: The PRC recommends adding detailed explanation of the notices provided to families regarding fees and fines that may be imposed.
4. Policy 3-24/Gifts, Grants and Bequests of Property: The PRC recommends changes to explain in more detail how the School Board will handle gifts, grants, and bequests of property in the future.
5. Policy 3-31/Purchasing: Cooperative Procurement: The PRC recommends adding language to include the interest of the School Division and updating the name of the department.
6. Policy 3-33/Requisitions/Purchase Orders: The PRC recommends updating language to reflect current practices and updating the name of the department.

7. Policy 3-35/Competitive Sealed Bidding/ Awards: The PRC recommends adding the word "publicly" the section B.5.,adding "responsive and" to section C.5., and changing "purchaser" to "requester" in order to clarify the intent of the policy. Additionally, the PRC recommends updating the name of the department.
8. Policy 3-36/Receiving/ Paying for Goods and Services: The PRC recommends amending the policy to clarify that goods and services will be paid for in accordance with the procurement manual.
9. Policy 3-37/Vendors/Contractors/Sales Representatives: The PRC recommends changes based on current School Division practices and updating the legal references.
10. Policy 3-38/Competitive Negotiation/ Awards/ Small Professional Services Contracts: The PRC recommends minor scrivener's changes, changes to the name of the department, including language that receiving only one (1) bid does not disqualify the bid, and that the Chief Financial Officer may authorize exemptions and will inform the School Board of the exemptions.
11. Policy 3-39/Competitive Negotiation/Awards: Procurement of Professional Architectural and Engineering Services: The PRC recommends minor scrivener's changes, adding language to verify that if less than three responses, all qualified responding firms will be interview, and increasing the contract amount required for this process to align with other policies.
12. Policy 3-82/Transportation of Disabled Students: The PRC recommends changing the title of the policy and to clarify the policy regarding the School Division's responsibility required by law.
13. Policy 3-89/General Contract Execution Policy: The PRC recommends updating the name of the department, and other changes to align with changes made to other policies, and removing language that is already found in Polic 3-90.
14. Policy 5-49/Interscholastic Competition: The PRC recommends removing specific language that only referred to the 2019-2020 and the 2020-2021 school years.

B. Energy Performance Contract: Recommended that the School Board approve a motion authorizing the Superintendent to execute an energy performance contract with Noresco in the amount of $2,136,290. This contract authorizes the construction phase of the process. Facilities included in this project are Salem High School and Woodstock Elementary School. Recommended work considers curriculum enhancement and includes lighting replacement, utility bill audit & rate analysis at these schools.

After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Mr. Callan made the motion, seconded by Mr. Culpepper. Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Dr. Green, and Ms. Rogers. There were two (2) abstentions: Ms. Felton and Ms. Melnyk since they were not present at the last meeting. The motion passed, 9-0-2.

***15. Action***

A. Personnel Report / Administrative Appointments: Chair Brown called for a motion to approve the April 22, 2025 personnel report and administrative appointments. Dr. Green made the motion, seconded by Ms. Rogers, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on April 22, 2025, personnel report along with the administrative appointment as recommended by the Superintendent. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the April 22, 2025 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

B. Policy Review Committee (PRC) Recommendations:

1. Bylaw 1-38/Regular Meetings: Chair Brown called for a motion to approve Bylaw 1-38/Regular Meetings. Vice Chair Weems made the motion, seconded by Mr. Cummings. Vice Chair Weems provided background information regarding the bylaw; July retreat with the abridged School Board meeting; one School Board meeting in the month of July and December; if a meeting is needed the bylaw allows for that; and the detailed explanation in the bylaw about meetings. The discussion continued with questions about the number of meetings in August and December; the word "generally" is written in the bylaw to allow for adjustments; and support for bylaw. Without further discussion, Chair Brwon called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve Bylaw 1-38/Regular Meetings.
   The motion passed unanimously, 11-0-0.

C. JUUL Labs, Inc., and Altria Settlement Funds: Chair Brown called for a motion to approve moving the JUUL Labs, Inc., and Altria Settlement Funds from the general fund to the categorical grant fund. Mr. Culpepper made the motion, seconded by Vice Chair Weems. A discussion followed regarding the motion; the funds do not have a specific use; general fund and reversion funds; carry-over of funds to use in future year if needed; and any limitations on using the funds. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to move the JUUL Labs, Inc., and Altria Settlement Funds from the general fund to the categorical grant fund. The motion passed unanimously, 11-0-0.

***16.*** ***Committee, Organization or Board Reports:*** Dr. Green shared the Legislative Committee meeting before Spring Break on April 11, discussed the VSBA positions, an email will be sent to the School Board Members with additional details, and the next meeting is scheduled for May 9. Mr. Cummings mentioned an event on May 3 by the non-profit Virginia Williams High School Career Association at Tallwood High School from 12:00 p.m. to 2:00 p.m. Vice Chair Weems mentioned the Policy Review Committee will be meeting tomorrow (April 23) at 2:00 p.m. in the Einstein Lab and tomorrow night at Newtown Elementary School from 6:00 p.m. to 7:00 p.m. there will be an informational night about the Tri-Campus. Mr. Culpepper mentioned that a topic to be discussed during the Closed Session from the Internal Audit would be rescheduled to another meeting. Ms. Melnyk mentioned to the School Board about volunteering to packet Beach Bags in the Fall.

***17.*** ***Return to Administrative, Informal, Workshop or Closed Session matters:*** Chair Brown stated the return to the Workshop discussion on the Compliance Update. The discussion continued regarding what other school divisions are doing; concerns about the safety of students; teachers having support; changing the name of the office to Office of Opportunity and Achievement; student ownership of learning; diverse population; Executive Order 14190; impact for students and community; Policy 5-4; educational programs; needs of students; Title IV; student clubs; discrimination laws; need for funding; Title I schools; and free and reduced lunch.

Closed Session: On Wednesday, April 23, 2025, at 12:26 a.m., Vice Chair Weems made the following motion, seconded by Mr. Culpepper, 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, Paragraphs 1, 2, 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. Any teacher shall be permitted to be present during a closed

meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

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

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

Namely to discuss:

A. Status of personnel misconduct investigations by Department of Internal Audit.
B. Setting of hearing dates for employee discipline cases
C. Status of student related cases.
D. Status of pending litigation or administrative cases.
E. Consultation with legal counsel regarding probable litigation and pending litigation matters.
F. Demand for settlement request by M. McIver.

Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0.

The School Board recessed into Closed Session at 12:30 a.m.

<u>Individuals present for discussion in the order in which matters were discussed:</u>

B. <u>Setting of hearing dates for employee discipline cases</u>: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; and Regina M. Toneatto, school board clerk.

C. Status of student related cases: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; and Regina M. Toneatto, school board clerk.

F. Demand for settlement request by M. McIver: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; 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 Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 12:41 a.m.

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

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

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

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

Ms. Melnyk made the motion, seconded by Mr. Callan. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

Vice Chair Weems made the following motion, I move that the School Board not agree at this time to enter into a settlement agreement with Milton McIver regarding his demands for settlement sent to the School Board and that the School Board authorizes the School Board Attorney to communicate the School Board's decision to Milton McIver. Ms. Rogers seconded the motion. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion that the School Board not agree at this time to enter into a settlement agreement with Milton McIver regarding his demands for settlement sent to the School Board and that the School Board authorizes the School Board Attorney to communicate the School Board's decision to Milton McIver.
The motion passed unanimously, 11-0-0.

***18.*** ***Adjournment:*** Chair Brown adjourned the meeting at 12:43 a.m., Wednesday, April 23, 2025.

Respectfully submitted:

_____

Regina M. Toneatto, Clerk of the School Board

Approved:

_____

Kathleen J. Brown, School Board Chair

DRAFT

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** Policy Review Committee Recommendations **Item Number:** 12A1-5

**Section:** Information **Date:** May 13, 2025

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its April 23, 2025 meeting.

**Background Summary**

1. **Policy 3-8 – Small, Women-owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements** – the PRC recommends updating the Legal References.

2. **Policy 3-32 – Emergency/Small/Sole Source Purchases** – the PRC recommends updating the name of the department head to Director of Purchasing, changing "purchasing authority" to "requestor", and updating the Editor's Note.

3. **Policy 5-4 – Educational Equity** – the PRC recommends amendments to the policy that are consistent with current state and federal guidance on compliance with non-discrimination laws.

4. **Policy 5-10 – Admissions Requirements** – there are no recommended changes for this policy.

5. **Policy 6-73 – Testing and Assessment** – there are no recommended changes for this policy.

**Source:**

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meeting April 23, 2025

**Budget Impact:**

None.

**Next Steps:**

These policies will be on the May 27, 2025 School Board Consent Agenda for approval.

## BUSINESS AND NONINSTRUCTIONAL OPERATIONS

### Small, Women-Owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements

### A. Generally

The School Board is committed to the participation of small, women-owned, service disabled veterans and minority-owned businesses in its procurement activities. All schools and departments are responsible and accountable for ensuring open and equal opportunity for all interested vendors and individuals when conducting School Board business.

### B. Purpose

The intent of this policy is to enhance awareness of small, women-owned, service disabled veterans and minority-owned businesses in School Division procurements and to provide maximum practicable opportunities to such businesses.

### C. Definitions

1. *Small Business:* means a business, independently owned or operated by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.

2. *Women-owned Business:* means a business that is at least fifty-one (51) percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.

3. *Service disabled veteran*: means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.

4. *Service disabled veteran business*: means a business that is at least fifty-one (51) percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business

operations are controlled by one or more individuals who are service disabled veterans.

5. *Minority-owned Business:* means a business concern that is at least fifty-one (51) percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

**D. Responsibility and Authority**

1. The Department of Budget and Finance: Office of Procurement will:

    a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through central purchasing on an annual basis.

    b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.

    c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.

    d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.

2. The Department of School Division Services: Office of Facilities Services, will:

    a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through the Capital Improvement Program.

    b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.

    c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.

    d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.

**Legal Reference**

Code of Virginia~~,~~ § 2.2-4301~~0~~, ~~*et seq.,*~~ as amended. Discrimination prohibited; participation of small, women-owned, minority-owned, and service disabled veteran-owned businesses and employment services organizations~~Virginia Public Procurement Act~~.

Editor's link: Procurement links

Adopted by School Board: February 9, 2010
Scrivener's Amendments: August 12, 2013
Amended by School Board: October 22, 2019
Amended by School Board: September 10, 2024

Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

# BUSINESS AND NONINSTRUCTIONAL OPERATIONS

## Emergency/Small/Sole Source Purchases

### A. Emergency Purchases

An emergency shall be deemed to exist when a breakdown in machinery or equipment and/or a threatened termination of essential services or a dangerous condition develops, or when any unforeseen circumstances arise causing curtailment or diminution of an essential service or where materials or services are needed to prevent loss of life or property.

In case of emergency, a contract may be awarded without competitive sealed bidding or competitive negotiation; however, such procurement shall be made with such competition as is practicable under the circumstances. A written determination of the basis for the emergency and for the selection of the particular contractor shall be submitted to the School Board and included in the contract file. Public notice will be made as required by law or regulation.

### B. Small Purchases/Professional Service Contracts

All purchases of goods, contractual services, insurance and capital improvements where the aggregate or sum of all phases is estimated to be less than $200,000 in value, shall not be subject to the requirements of the competitive sealed bidding procedures as described in ~~School Board~~ Policy 3-35 or competitive negotiation. However, when the aggregate or sum of all phases is estimated to be between $~~508~~050,000 and $200,000, the purchasing authority will, when practicable, obtain three informal solicitations or proposals, document such solicitations or proposals, and document the basis for choosing the vendor/contractor. If no other vendor/contactor is practicably available to provide the goods or services or the purchasing authority is unable to obtain solicitations or proposals, the purchasing authority will document this information and proceed with the purchase.

The following items, when purchased in dollar amounts below $200,000, shall be exempt from competition:

1. Instructional Materials-as determined by the Director of ~~Purchasing~~Procurement;
2. Instructional Software and Digital Resources;
3. Assessment Test; and
4. Industry Standard Certifications.

Single or term contracts for professional services shall not be subject to the requirement of competitive negotiation of School Board Policy 3-38 where the aggregate or the sum of all phases is not expected to exceed $80,000; however, the purchasing authority shall provide for competition wherever practicable. ~~Professional services are exempt from these provisions.~~

### C. Sole/Single Source Purchases

1. When only one known source exists or can be practicably identified or only one single supplier can fulfill the requirements for a purchase or the provision of services, the ~~purchasing authority~~~~office of procurement services~~requester may purchase or enter into a contract without using competitive processes if the following procedures are followed. Acceptable reasons for sole/single source purchases:

    a. Only one known source exists for the supplies or services as determined by documented research;

    b. No other reasonable alternative source exists or can reasonably be identified that meets the ~~purchasing authority's~~requester's requirements;

    c. Only one source meets the business needs of the ~~purchasing authority~~requester (e.g. compatibility; unique or special features or services);

    d. Procurement of public utility services;

    e. Compatibility (such as a specific~~purchasing authority requires specific~~ piece of equipment is required to be compatible with existing equipment);

    f. Limited or proprietary systems, services (i.e. additional licenses, updates, specialized replacement parts, etc.)

    g. A unique professional expert is required;

    h. Sales territories or product availability within limited geographic boundaries;

    i. Unique or proprietary services owned or licensed by a person or corporation (motivational speakers, comedians, artists, musicians, singers, actors, etc.); and

    j. Other reasons consistent with applicable law and regulation and as approved by the Director of ~~Purchasing~~Procurement.

2. What does not constitute acceptable reasons for sole/single source purchases

    a. ~~Purchasing authority's~~The requester's preference for a brand name product or service or preference for particular vendor/contractor;

    b. The "uniqueness" alone of a good or service without justification of the reasons no other good or service will meet the requirements and without written agreement of the Director of ~~Purchasing~~ Procurement that no other good or service can meet the requirements; and

    c. Failure of the ~~purchasing authority~~requester to follow purchasing procedures or plan adequate time to complete competitive procurement procedures or contract approval process.

3. Sole/single source procedure

    a. ~~Purchasing authority~~Requester must provide written justification to support the sole/single source request. Such request must include the following:

        1) A description of the unique features or reasons that justify not following competitive negotiation procedures;

        2) Documented research supporting the determination that the vendor/contractor is the only known source or only practicably identifiable source;

        3) Documented compatibility, licensing or related issues; and

        4) Other supporting evidence.

4. Approval of sole/single source determination

    a. The ~~purchasing authority~~requester will submit the written justification and supporting documentation to the Director of ~~Purchasing~~ Procurement for approval prior to purchasing goods or services;

    b. The Director of ~~Purchasing~~ Procurement or designee will review the supporting documentation and approve the written justification, reject the written justification or request further supporting information for consideration before rendering a decision;

    c. Public notice of the sole/single source determination will be made in accordance with applicable law or regulation; and

    d. The ~~purchasing authority~~requester will not be authorized to proceed with the purchase or contract for services or goods without approval from the Director of ~~Purchasing~~Procurement.

***Editor's Note***

*See also the School Division's "~~Purchasing Services Handbook~~Procurement Policy and Procedures Manual."*

**Legal Reference**

Code of Virginia §2.2-3100, *et seq*., as amended. State and Local Government Conflict of Interests Act.

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

Code of Virginia § 2.2-4370, as amended. Disclosure of subsequent employment.

**Related Links**

School Board **Policy 3-35**
School Board **Policy 3-38**
School Board **Policy 3-89**

Adopted by School Board: February 16, 1993
Amended by School Board: October 19, 1999
Amended by School Board: August 2, 2000
Amended by School Board: September 3, 2002
Amended by School Board: December 20, 2011
Amended by School Board: September 16, 2014
Amended by School Board: February 13, 2018
Amended by School Board: September 9, 2020
Amended by School Board: April 13, 2021

Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

# STUDENTS

## Educational Opportunity and Achievement ~~Equity~~

### A. Purpose

~~The School Board values the diversity in our community and staff.~~ The School Board believes that all students, staff, and community members, regardless of backgrounds, deserve a rigorous and respectful learning and work environment where everyone ~~diversity~~ contributes ~~is valued and used~~ toward achieving positive academic ~~and social~~ outcomes and preparing students to be future ready, engaged and productive citizens. ~~.~~ The School Board and the School Division are committed to developing a-n educational environment that ~~capacity for cultural competence and a commitment to equity and inclusion to enable the~~ fulfillsment of its core values -and life-long learning competencies. ~~This Policy defines expectations for consideration of racial and social equity, including meaningful stakeholder involvement in planning, developing, and implementing policies, practices and initiatives as well as review by the School Board of the School Division's efforts to address issues of educational equity. It provides a framework to advance educational equity in alignment with the School Board and the School Division's visions and priorities.~~

~~**B. Generally accepted beliefs**~~

~~**1. The School Board acknowledges that complex societal and historical factors have contributed to educational inequities within the School Division.**~~

~~**2. The School Board will to be intentional in its efforts to replace factors that may lead to inequities, including racism, discrimination, harassment and prejudice with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation and respect.**~~

~~**3. The School Board understands that the concept of educational equity is not the same as equality. Equity refers to fostering a barrier-free environment whereby by all students, regardless of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information, have the opportunity to benefit from the establishment of high standards and the provision of access, support, effective and inclusive learning environments and resources required for a high-quality education. Strict equality of opportunity and resources between students may not result in educational equity. Therefore, review and deliberative decision making regarding equitable practices and allocation of resources may be needed to achieve the School Board's and the School Division's goals for educational equity.**~~

4. Race means a socially constructed category of identification based on physical characteristics, ancestry, historical affiliation, or shared culture.
5. Racial equity means the absence of institutional and structural barriers experienced by people based on race or colors, that have impeded access opportunities, and results.
6. Social equity means the absence of institutional and structural barriers experienced by people that impede opportunities and results based on other societal factors such as: age; sex; sexual orientation; gender identity; religion; national origin; ethnicity; marital status; pregnancy, childbirth and related medical conditions; disability; socio-economic status; neighborhood of residence; and other related factors.
7. Equity gaps means the disparity in a metric in achievement, opportunity, or treatment that can be reasonably be correlated to racial or social inequity practice.

C. Educational Equity Assessment, Plan for Equity Priorities and Practices, and Review

The School Board and the School Division will assess the educational equity issues of the School Division and then create an Equity Plan to identify priorities, correct and address the inequities, and review and monitor such efforts.

1. The School Board directs the Superintendent to assess and identify inequitable practices and procedures within the School Division that have historically or are currently resulting in inequities of opportunity for students and staff.
2. The Superintendent is authorized to employ personnel or retain outside services to assist in the assessment, review and ongoing implementation of educational equity practices.
3. The Superintendent or designee(s) will report such assessments as well as recommended changes to practices, procedures, policies and/or regulations to the School Board. The written report shall also be made available to the public and the School Division's Equity Council.
4. The Superintendent and the School Board may begin incorporating changes based on assessments and review prior to such reports.
5. The Superintendent and the School Board will determine the goals and priorities for the School Division's equity programs and practices and how the Superintendent or designees will report assessment efforts to the School Board. The Superintendent or designee(s) will then create an Equity Plan for the School Division.
6. The School Board shall no less than annually review data from the Superintendent or designee(s) regarding the goals and priorities of the School Division's Equity Plan.
7. The Equity Plan reports and data provided to the School Board will include but not be limited to equity gaps in: student achievement; identification and enrollment in gifted education; enrollment in academics and advanced courses; student discipline rates; graduation rates; and alternative program enrollment. The reports shall also include evidence of growth in each identified equity gap.

~~8. The Superintendent, through the Director of Diversity, Equity and Inclusion, shall be responsible for implementation and evaluation of School Division strategies for implementation.~~

~~9. Adequate resources, both human and financial, shall be reasonably allocated to achieve these goals.~~

~~D.~~**B. School Board commitments**

The School Board ~~will~~ commits to compliance with state and federal law regarding non-discrimination as set forth in Policy 5-7 and other policies and regulations. The School Board also commits to providing educational and work environments that provide students and staff with the opportunity to access educational services and work opportunities without discrimination or harassment. ~~the following:~~ The School Board commits to the following:

1. Supporting the Superintendent in providing processes and practices that are nondiscriminatory in nature. ~~identifying processes and practices that cause or contribute to inequitable outcomes.~~

2. Respecting ~~and championing the diversity and~~ the life experiences of all community members to support the School Division's core values and strategic goals.

3. Adopting processes, practices, and initiatives that inform ~~to ensure~~ students, staff, contractors/agents, families and community members of the School Board's commitment to nondiscrimination and its expectation that disrespectful, harassing, bullying and discriminatory conduct will not be tolerated. Such processes, practices and initiatives will also include how to report and seek resolution for discriminatory conduct. ~~an equitable school community inclusive of diversity, race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, or genetic information.~~

4. Identifying and acknowledging where lack of access and opportunity may exist in the School Division and taking actions to address these issues. ~~and may have compounded educational inequities.~~

~~5. Supporting development of processes, practices, and initiatives that will foster equity of opportunity and equity of access to programs, services, and resources.~~

~~6.~~5. Requiring mandatory training for all School Board Members and staff regarding federal and state laws regarding antiharassment and nondiscrimination. ~~: implicit bias and how it produces inequitable practices and outcomes; cultural awareness and culturally responsive teaching and educational practices; improve culturally responsive practices in order to serve the School Division's diverse students and communities.~~

7.6. Supporting a culturally responsive curriculum and assessments for all students. Ensuring that educational and work environments provide students, staff and the community with a wide variety of opportunities and experiences that support the School Division's core values.

8. Increasing equity, diversity, and inclusion in the School Division by addressing identified practices, where they may exist, that contribute to discrepancies in recruitment, hiring, and retention practices.

9. Requiring that administrator and teacher personnel evaluation systems incorporate culturally responsive teaching practices.

**E. Equity Policy Communication**

The Superintendent or designee(s) is directed to ensure that this Equity Policy is communicated to students, staff, and the community as set forth below.

1. Each school shall post the following public statement: "Virginia Beach City Public Schools is committed to establishing and sustaining an equitable community that exemplifies the School Division's core values and equity mission to end the predictive value of race, ethnicity, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability and to ensure each member of the school community's success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals." The School Division will post this statement on the School Division website and social media sites.

2. This Policy shall be available to families and translated into other languages to ensure accessibility.

3. The School Division shall ensure that the public is aware of this Policy and the means for students, families, and staff to report inequities and other forms of alleged discrimination and harassment.

## F.C. Curriculum and Instruction

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the School Board's commitment to nondiscrimination educational equity.

1. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences., particularly those of historically underrepresented groups.

2. All curriculum materials shall be examined for bias by the Department of Teaching and Learning. Where materials reflect unlawful bias, teachers utilizing

the materials will acknowledge and seek to understand the bias and communicate this important context to students and parents/legal guardians prior to instruction.

3. The School Division shall develop, support, and implement curriculum and instruction as well as educational resources that have been reviewed and determined not to promote unlawful bias.

4. Class instructional activities and extracurricular programs shall be designed to provide- opportunities for students to learn and explore a variety of points of view and experiences. ~~cross-cultural and cross-racial interactions that foster respect for diversity~~. ~~The School Board supports interschool activities that will allow students to experience the diversity within their schools and the School Division.~~

5. ~~To address disparities in course participation (i.e. academies and AP/honors participation), m~~Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs, study skills, or tutoring during or after school, to students interested in moving to higher level courses. This information will be made available to students and families through school counselors, school bulletins and webpages.

~~**G. Policy Enforcement**~~

~~The School Board directs the Superintendent or designee(s) to enforce this Policy and create regulations and practices to implement this Policy. The School Board will annually review School Division's implementation of this Policy and take appropriate action to ensure compliance with and enforcement of this Policy.~~

**Related links**

Policy 5-7 Non-discrimination and non-harassment of students

Regulation 5-36.3 Hazing/Assault and Battery or Fighting/Profane, Obscene or Abusive Language or Conduct/Bullying

Policy 5-44Sexual Harassment, sexual violence, and inappropriate sexual conduct prohibited – students

Policy 4-4 Equal Employment Opportunity, Non-discrimination and anti-harassment and Compliance Officers

Policy 4-6 Healthy Work Environment

Adopted by School Board: September 9, 2020
Amended by School Board: 2025

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Kamala H. Lannetti

# STUDENTS

## Admission Requirements

### A. Enrollment Requirements

The Superintendent shall have responsibility for developing and implementing regulations to ensure that students entering the public schools meet the requirements of federal law, state law and regulations of the Virginia Board of Education and other agencies as they apply to the admission of students to the public schools as cited in the legal references to this Policy.

### B. Part-Time Students

Students enrolled in private or parochial schools and home school students shall not be permitted to enroll in this School Division on a part-time basis or participate in academic or extracurricular activities, except as required by law.

### C. Nonresident Tuition Students

The School Board will not admit students from outside its jurisdiction except as required by law or regulation developed by the Superintendent or designee. Students who start the school year in VBCPS and then move to a neighboring district, may apply for Continued Enrollment for the rest of the current semester. If the student is a senior, the student may apply for consideration for enrollment for the entire school year. Tuition fees for nonresident students will be approved annually by the School Board (See School Board Policy 3-22 Tuition Fees).

## Legal Reference

Code of Virginia § 22.1-1, as amended. Definitions.

Code of Virginia § 22.1-3, as amended. Persons to whom public schools shall be free.

Code of Virginia § 22.1-3.1, as amended. Birth certificates required upon admission; required notice to the local law-enforcement agency.

Code of Virginia § 22.1-3.2, as amended. Notice of student's school status required as condition of admission; penalty.

Code of Virginia § 22.1-4.1, as amended. Street addresses required in certain school admission documents.

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

Code of Virginia §22.1-7.2, as amended. Enrollment of students residing on a military installation or in military housing.

Code of Virginia § 22.1-270, as amended. Preschool physical examinations.

Code of Virginia § 22.1-271.1, as amended. Definitions.

Code of Virginia § 22.1-271.2, as amended. Immunization requirements.

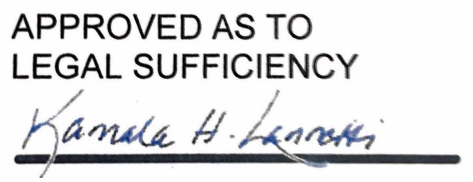
Code of Virginia § 22.1-288.1, as amended. Notation in school records of missing children; local law enforcement cooperation.

Code of Virginia § 32.1-46, as amended. Immunization of patients against certain diseases.

**Related Links**

School Board **Policy 3-22**

Adopted by School Board: October 21, 1969
Amended by School Board: February 20, 1979
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: May 16, 2000
Amended by School Board: July 3, 2001
Scrivener's Amendments: November 22, 2010
Amended by School Board: June 19, 2012
Amended by School Board: July 9, 2019
Amended by School Board: June 10, 2024
Reviewed by School Board: 2025



# INSTRUCTION

## Testing and Assessment

The Superintendent shall develop a program to test and assess the progress of students and to evaluate curriculum, teaching, and the instructional program. The Superintendent shall report to the School Board, the School Division, students, parents/legal guardians, the community, and the media the results of the testing and assessment program.

## Legal Reference

Code of Virginia § 22.1-253.13:3, as amended. Standard 3. Accreditation, other standards, assessments and releases from state regulations.

Adopted by School Board: October 21, 1969
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: September 13, 2022
Amended by School Board: October 11, 2022
Reviewed by School Board: 2025

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Kamala H. Lannetti

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject: Changes to *Compass to 2025* and *2030* Strategic Frameworks** **Item Number: 12B**

**Section: Information** **Date: May 13, 2025**

**Senior Staff: Cheryl R. Woodhouse, Chief of Staff**

**Prepared by: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability**

**Presenter(s): Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability**

**Recommendation:**

That the School Board receive information regarding proposed modifications to the division's current strategic framework (*Compass to 2025*) and the next strategic framework (*Compass to 2030*) in alignment with the School Board Resolution adopted on April 8, 2025.

**Background Summary:**

In response to federal and local requirements, a review of the division's strategic frameworks, Compass to 2025 and Compass to 2030 was conducted. This review was guided by Executive Order 14190, the U.S. Department of Education's Dear Colleague Letter and accompanying FAQ, the Certification Request Letter issued to all local education agencies, and the School Board's April 8, 2025, resolution. Proposed modifications have been developed to ensure alignment with the guidance provided.

**Source:**

- Executive Order 14190 – *Ending Radical Indoctrination in K-12 Schooling* (January 2025)
- U.S. Department of Education - *Title VI of the Civil Rights Act in Ligh of Students for Fair Admissions v. Harvard* (February 2025)
- U.S. Department of Education – *Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act* (March 2025)
- Virginia Department of Education Compliance Certification – *Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification Under Title VI and SFFA v. Harvard* (April 2025)
- Virginia Beach School Board Resolution to comply with legal obligations in exchange for receiving federal assistance (April 2025)

**Budget Impact:**

No budgetary implications.

**Next Steps:**

- Present for Action at the May 27, 2025, School Board meeting.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Changes to the *Compass to 2025* and *Compass to 2030* Strategic Frameworks

School Board Information

May 13, 2025

**Office of Planning, Innovation, and Accountability**

# Actions Taken in Response to the School Board Resolution from April 8, 2025 Specific to *Compass to 2025* and *Compass to 2030*



- Removed the *Compass to 2025* Strategy Map posters from all schools and offices
- Modified the Strategic Plan site on VBSchools.com
  - Removed the *Compass to 2025* Video
  - Removed references to the *Compass to 2025* Strategy Map
  - Removed access to *Compass to 2030*
  - Maintained a copy of *Compass to 2025* on the site until April 23, 2025



- Removed resources from the *Compass to 2025* Intranet site
- Reviewed both frameworks against guidance provided to identify potential modifications

# Overview of Modifications

In response to the RESOLUTION to comply with legal obligations in exchange for receiving federal financial assistance adopted by the School Board on April 8, 2025, the following modifications are proposed:

| *Compass to 2025* | *Compass to 2030* |
|---|---|
| • Remove the equity emphasis and high leverage equity strategies from each of the goals in the framework.<br>• Remove the reference to a diversified workforce in Goal 4.<br>• Remove the reference to measuring equity of partnerships in Goal 5.<br>• Remove the reference to distributing division resources equitably in Goal 6.<br>• Remove the reference to the equity audit in Goal 6. | • Remove the "Equity Emphases" heading from under each goal.<br>• Remove the reference to monitoring multiple sources of data and addressing disparities in Goal 2.<br>• Replace the word "diverse" with the phrase "a wide range" in Goals 2, 3, and 4.<br>• Remove the reference to a "diverse" workforce in Goal 3.<br>• Remove the reference to a workforce reflective of our student demographics in Goal 3.<br>• Remove the word "equitable" from Goal 5.<br>• Remove the definition for equity from the framework document. |

# Considerations When Revising *Compass to 2025*

- Time remaining under the current framework (<2 months)
- The language of the resolution related to suspending the equity plan

Yellow highlights indicate text to be removed

Green highlights indicate text to be added

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| Original | Revised |
|---|---|
| **Goal 1: Educational Excellence**<br>Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.<br><br>**Equity Emphasis**<br>Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions. | **Goal 1: Educational Excellence**<br>Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile. |
| **Strategies**<br>1. Pursue opportunities to expand early childhood education offerings.<br>2. Implement evidence-based literacy instruction and interventions in all elementary classrooms.<br>3. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.<br>4. Develop, implement, and monitor a K-12 plan for improving mathematics achievement and enrollment.<br>5. Incorporate multicultural resources and materials into the curriculum at all levels.<br>6. Develop and embed protocols in curriculum that help facilitate effective classroom discussions from multiple perspectives.<br>7. Implement and share inclusive teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs with an emphasis on Black males, economically disadvantaged, English learners (ELs), and students with disabilities (SWD).<br>8. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.<br>9. Maintain a balanced assessment system with an emphasis on standards-based, performance-based and student-led assessments to meet internal and external accountability requirements.<br>10. Strengthen the use of Student Response Teams (SRTs) to provide academic interventions and acceleration for learners at all levels. | **Strategies**<br>1. Pursue opportunities to expand early childhood education offerings.<br>2. Implement evidence-based literacy instruction and interventions in all elementary classrooms.<br>3. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.<br>4. Develop, implement, and monitor a K-12 plan for improving mathematics achievement and enrollment.<br>5. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.<br>6. Maintain a balanced assessment system with an emphasis on standards-based, performance-based and student-led assessments to meet internal and external accountability requirements.<br>7. Strengthen the use of Student Response Teams (SRTs) to provide academic interventions and acceleration for learners at all levels. |

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| Original | Revised |
|---|---|
| **Goal 2: Student Well-Being**<br>Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.<br><br>**Equity Emphasis**<br>Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions. | **Goal 2: Student Well-Being**<br>Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible. |
| **Strategies**<br>1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.<br>2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.<br>3. Engage in culturally responsive practices at the classroom, school, and division level.<br>4. Increase student participation in school and community activities.<br>5. Use responsive practices such as morning meetings and student advisories to support SEL.<br>6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.<br>7. Address physical health through nutrition and fitness programs.<br>8. Implement procedures to systematically address identified behavioral and mental health needs and provide program and service options.<br>9. Continue to use SRTs and the PBIS framework to provide social, emotional, and behavioral supports to students.<br>10. Continue to implement and monitor evidence-based strategies for addressing student attendance.<br>11. Implement prevention and intervention strategies as alternatives to suspension.<br>12. Increase the number and diversity of mentorship opportunities.<br>13. Amplify student voice through increased opportunities for leadership and input into school-level decisions to ensure a sense of belonging across diverse student groups. | **Strategies**<br>1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.<br>2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.<br>3. Engage in culturally responsive practices at the classroom, school, and division level.<br>4. Use responsive practices such as morning meetings and student advisories to support SEL.<br>5. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.<br>6. Address physical health through nutrition and fitness programs.<br>7. Implement procedures to systematically address identified behavioral and mental health needs and provide program and service options.<br>8. Continue to use SRTs and the PBIS framework to provide social, emotional, and behavioral supports to students.<br>9. Continue to implement and monitor evidence-based strategies for addressing student attendance. |

| Original | Revision |
|---|---|
| **Goal 3: Student Ownership of Learning**<br>Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.<br><br>**Equity Emphasis**<br>Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions. | **Goal 3: Student Ownership of Learning**<br>Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals. |
| **Strategies**<br>1. Further promote and expand equitable access to services and programs that support students' future aspirations.<br>2. Increase awareness around entry points and support for students interested in enrolling in advanced coursework and programs.<br>3. Offer supplementary and extended learning experiences at the secondary level to address disparities in advanced coursework participation.<br>4. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular, and real-world connections.<br>5. Enable student ownership of learning through goal setting and reflection with opportunities to make decisions in the learning process.<br>6. Refine capacity for transformational learning by providing students with authentic, student-centered learning opportunities for the purpose of developing future-ready learners.<br>7. Balance the effective and efficient use of technology to meet students' individual needs and allow them to demonstrate their learning.<br>8. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature experiences.<br>9. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12. | **Strategies**<br>1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular, and real-world connections.<br>2. Enable student ownership of learning through goal setting and reflection with opportunities to make decisions in the learning process.<br>3. Refine capacity for transformational learning by providing students with authentic, student-centered learning opportunities for the purpose of developing future-ready learners.<br>4. Balance the effective and efficient use of technology to meet students' individual needs and allow them to demonstrate their learning.<br>5. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature experiences.<br>6. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12. |

Compass to 2025

| Original | Revised |
|---|---|
| **Goal 4: An Exemplary, Diversified Workforce**<br>Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.<br><br>**Equity Emphasis**<br>Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population. | **Goal 4: An Exemplary Workforce**<br>Foster a positive working climate that values and invests in a high-quality workforce who exemplify the division's core values. |
| **Strategies**<br>1. Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.<br>2. Revisit the employee evaluation process to ensure it is aligned with the new strategic framework and that it focuses on self-reflection, growth, effective feedback, and coaching.<br>3. Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.<br>4. Promote and expand resources to support the health and well-being of all staff.<br>5. Provide comprehensive onboarding and induction for all staff focused on the division's vision, mission, and core values.<br>6. Provide a variety of personalized professional learning opportunities to all staff to support their professional growth and implementation of the strategies in Compass to 2025.<br>7. Expand "Grow Your Own" programs to include more staff groups and increase awareness of as well as opportunities for tuition reimbursement. | **Strategies**<br>1. Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.<br>2. Revisit the employee evaluation process to ensure it is aligned with the new strategic framework and that it focuses on self-reflection, growth, effective feedback, and coaching.<br>3. Promote and expand resources to support the health and well-being of all staff.<br>4. Provide comprehensive onboarding and induction for all staff focused on the division's vision, mission, and core values.<br>5. Expand "Grow Your Own" programs to include more staff groups and increase awareness of as well as opportunities for tuition reimbursement. |

| Original | Revised |
|---|---|
| **Goal 5: Mutually Supportive Partnerships**<br>Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.<br><br>**Equity Emphasis**<br>Strengthen connections and communication with families and students in most need of additional support. | **Goal 5: Mutually Supportive Partnerships**<br>Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience. |
| **Strategies**<br>1. Provide a comprehensive structure for defining mutually supportive partnerships, setting expectations, monitoring performance, and measuring equity.<br>2. Create an accessible partnership database.<br>3. Broaden resources and networking opportunities to strengthen the role of the community engagement liaison to further attract, cultivate, and retain partnerships to support student achievement, future aspirations, and well-being.<br>4. Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.<br>5. Partner with local agencies to provide wraparound services for students and families.<br>6. Create an accessible database of translators.<br>7. Provide and expand targeted training, support, and resources to all staff on how to communicate effectively with all stakeholders.<br>8. Showcase educational opportunities, programs, and partnerships within the school division to inform and inspire the VBCPS community at large through multiple channels.<br>9. Strengthen internal and external communication to more effectively listen and respond to community feedback. | **Strategies**<br>1. Provide a comprehensive structure for defining mutually supportive partnerships, setting expectations, and monitoring performance.<br>2. Create an accessible partnership database.<br>3. Broaden resources and networking opportunities to strengthen the role of the community engagement liaison to further attract, cultivate, and retain partnerships to support student achievement, future aspirations, and well-being.<br>4. Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.<br>5. Provide and expand targeted training, support, and resources to all staff on how to communicate effectively with all stakeholders.<br>6. Showcase educational opportunities, programs, and partnerships within the school division to inform and inspire the VBCPS community at large through multiple channels.<br>7. Strengthen internal and external communication to more effectively listen and respond to community feedback. |

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| Original | Revised |
|---|---|
| **Goal 6: Organizational Effectiveness and Efficiency**<br>Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals.<br><br>**Equity Emphasis**<br>Ensure equitable distribution of human, fiscal, and capital resources across the division. | **Goal 6: Organizational Effectiveness and Efficiency**<br>Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals. |
| **Strategies**<br>1. Manage and distribute all resources (human, fiscal, capital) proactively, equitably, and responsibly based on needs.<br>2. Provide adequate and sustainable human and capital resources.<br>3. Collaborate with community, business, or organizations to leverage resources to support equitable opportunities to level the "playing field".<br>4. Develop and publish an equity data dashboard.<br>5. With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, efficiency, and sustainability.<br>6. Use data from a variety of reporting mechanisms (e.g., equity audits, program evaluations, fiscal audits, after action reports) to engage in data-informed decision making.<br>7. Create opportunities for cross-departmental planning and communication to strengthen and align operations.<br>8. Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.<br>9. Clearly communicate central office functions and points of contact to strengthen the support and services provided to schools, offices, and other departments.<br>10. Review division processes policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.<br>11. Continue to implement safety and security measures to ensure the school division is prepared to effectively prevent and respond to all emergencies that might affect students and staff. | **Strategies**<br>1. Manage and distribute all resources (human, fiscal, capital) proactively and responsibly based on needs.<br>2. With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, efficiency, and sustainability.<br>3. Use data from a variety of reporting mechanisms (e.g., program evaluations, fiscal audits, after action reports) to engage in data-informed decision making.<br>4. Create opportunities for cross-departmental planning and communication to strengthen and align operations.<br>5. Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.<br>6. Clearly communicate central office functions and points of contact to strengthen the support and services provided to schools, offices, and other departments.<br>7. Review division processes policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.<br>8. Continue to implement safety and security measures to ensure the school division is prepared to effectively prevent and respond to all emergencies that might affect students and staff. |

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# Considerations When Revising *Compass to 2030*

## Guiding Documents

- Executive Order 14190
- Dear Colleague Letter
- USDOE FAQ
- Certification Request Letter
- School Board Resolution

**Translated into**

## Guiding Questions

- Does the goal or strategy…
  - focus on serving all students ( ✅ ) or does it reference specific racial groups ( ⚠️ )?
  - rely on or promote concepts like systemic racism, white privilege, or unconscious bias? ⚠️
  - imply or encourage any race-based decision-making or resource allocation? ⚠️
- Does the language reflect a goal or strategy that could be interpreted as promoting racial balancing, racial preferences, or proportional representation? ⚠️
- Is participation in the referenced program, service, or opportunity open to all students and/or staff regardless of race, and free of racial encouragement or discouragement? ✅
- Does the revised framework include references to equity, equity emphasis, diversified workforce, or racial emphasis? ⚠️

Compass to 2030

| Original | Revised |
|---|---|
| **Goal 1: Challenge and Support Each Student to Excel and Be Future Ready**<br><br>Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.<br><br>**Equity Emphases**<br>Engage in inclusive teaching practices that incorporate multiple perspectives, ensure access to and sustained support in courses and programs aligned with students' future aspirations. | **Goal 1: Challenge and Support Each Student to Excel and Be Future Ready**<br><br>Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways. |
| 1. Implement evidence-based, differentiated instruction in all classrooms.<br>2. Inform students, families, and staff of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, fine arts, etc.) through targeted outreach and education efforts.<br>3. Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them.<br>4. Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals.<br>5. Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation. | 1. Implement evidence-based, differentiated instruction in all classrooms.<br>2. Engage in inclusive teaching practices that incorporate multiple perspectives.<br>3. Inform students, families, and staff of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, fine arts, etc.) through targeted outreach and education efforts.<br>4. Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them.<br>5. Increase access to and sustained support in courses and programs aligned with students' future aspirations.<br>6. Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals.<br>7. Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation. |
| **Key Navigational Markers**<br>• Percent of students meeting grade-level benchmarks in reading<br>• Percent of students meeting grade-level benchmarks in mathematics<br>• Percent of secondary students enrolling in and successfully completing advanced courses<br>• Percent of students reporting they have a solid plan after graduation<br>• Percent of students with disabilities graduating on time with standard or advanced diplomas | **Key Navigational Markers**<br>• Percent of students meeting grade-level benchmarks in reading<br>• Percent of students meeting grade-level benchmarks in mathematics<br>• Percent of secondary students enrolling in and successfully completing advanced courses<br>• Percent of students reporting they have a solid plan after graduation<br>• Percent of students with disabilities graduating on time with standard or advanced diplomas |

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| Original | Revised |
|---|---|
| **Goal 2: Enhance Student Well-Being, Resilience, and Responsibility**<br><br>Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.<br><br>**Equity Emphases**<br>Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities. Monitor multiple sources of data and address disparities. | **Goal 2: Enhance Student Well-Being, Resilience, and Responsibility**<br><br>Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders. |
| 1. Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills.<br>2. Amplify diverse student voices and increase students' opportunities for providing input in school and division processes and procedures.<br>3. Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available.<br>4. Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support. | 1. Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills.<br>2. Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities.<br>3. Amplify a wide range of student voices and increase students' opportunities for providing input in school and division processes and procedures.<br>4. Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available.<br>5. Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support. |
| **Key Navigational Markers**<br>• Percent of students reporting school is safe<br>• Percent of students reporting they have a trusted adult at school<br>• Percent of students participating in extracurricular activities or clubs<br>• Percent of students reporting a sense of belonging<br>• Percent of students with 90% or higher attendance | **Key Navigational Markers**<br>• Percent of students reporting school is safe<br>• Percent of students reporting they have a trusted adult at school<br>• Percent of students participating in extracurricular activities or clubs<br>• Percent of students reporting a sense of belonging<br>• Percent of students with 90% or higher attendance |

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| Original | Revised |
|---|---|
| **Goal 3: Value and Invest in Staff**<br>Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality, diverse workforce exemplifying the division's core values.<br><br>**Equity Emphases**<br>Prioritize the recruitment and retention of a high-quality workforce reflective of our student demographics and ensure staff have the skills needed to support a diverse range of learners. | **Goal 3: Value and Invest in Staff**<br>Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality workforce exemplifying the division's core values. |
| **Strategies**<br>1. Create a comprehensive retention and support plan for provisionally licensed teachers.<br>2. Develop and promote pathways and pipelines to employment within VBCPS.<br>3. Expand employee recognition programs to encompass a broader range of employee groups.<br>4. Build awareness and enhance resources to support the health and well-being of all employees.<br>5. Increase opportunities and access to professional learning, with an emphasis on non-exempt employees. | **Strategies**<br>1. Create a comprehensive retention and support plan for provisionally licensed teachers.<br>2. Develop and promote pathways and pipelines to employment within VBCPS.<br>3. Expand employee recognition programs to encompass a broader range of employee groups.<br>4. Build awareness and enhance resources to support the health and well-being of all employees.<br>5. Ensure staff have the skills needed to support a wide range of learners.<br>6. Increase opportunities and access to professional learning, with an emphasis on non-exempt employees. |
| **Key Navigational Markers**<br>• Percent of staff reporting job satisfaction<br>• Percent of staff reporting professional learning opportunities are appropriate to meet their needs<br>• Percentage of staff aware of resources to support their health and well-being<br>• Teacher Retention Rate<br>• Vacancy Rate | **Key Navigational Markers**<br>• Percent of staff reporting job satisfaction<br>• Percent of staff reporting professional learning opportunities are appropriate to meet their needs<br>• Percentage of staff aware of resources to support their health and well-being<br>• Teacher Retention Rate<br>• Vacancy Rate |

Compass to 2030

| Original | Revised |
|---|---|
| **Goal 4: Partner with Families and the Community to Support Students**<br>Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and wellbeing, enhance real-world learning, and broaden opportunities for career exploration and experience.<br><br>**Equity Emphases**<br>Identify and address any barriers that may exist for family and community involvement and engagement including, but not limited to, language access.<br>Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services. | **Goal 4: Partner with Families and the Community to Support Students**<br>Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and wellbeing, enhance real-world learning, and broaden opportunities for career exploration and experience. |
| **Strategies**<br>1. Create and maintain open and accessible communication channels to enhance family and community engagement.<br>2. Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities.<br>3. Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being.<br>4. Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community.<br>5. Establish and maintain diverse partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities. | **Strategies**<br>1. Create and maintain open and accessible communication channels to enhance family and community engagement.<br>2. Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities.<br>3. Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being.<br>4. Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community.<br>5. Establish and maintain a wide range of partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities.<br>6. Identify and address any barriers that may exist for family and community involvement and engagement.<br>7. Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services. |

*Compass to 2030*

| Original | Revised |
|---|---|
| **Goal 4: Partner with Families and the Community to Support Students**<br>Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and wellbeing, enhance real-world learning, and broaden opportunities for career exploration and experience. | **Goal 4: Partner with Families and the Community to Support Students**<br>Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and wellbeing, enhance real-world learning, and broaden opportunities for career exploration and experience. |
| **Key Navigational Markers**<br>• Percent of families aware of events, programs, and resources provided for parents/caregivers to support students<br>• Percent of families reporting satisfaction with opportunities available to be involved in their child's school<br>• Percent of students reporting their schools provide them with real-world learning experiences<br>• Percent of graduates participating in a work- based or service-learning experience | **Key Navigational Markers**<br>• Percent of families aware of events, programs, and resources provided for parents/caregivers to support students<br>• Percent of families reporting satisfaction with opportunities available to be involved in their child's school<br>• Percent of students reporting their schools provide them with real-world learning experiences<br>• Percent of graduates participating in a work- based or service-learning experience |

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| Original | Revised |
|---|---|
| **Goal 5: Advance Organizational Excellence**<br>Pursue the effective, efficient, and equitable use of division resources, operations, and processes to best meet the needs of students and staff.<br><br>**Equity Emphases**<br>Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an equitable, efficient, and transparent manner across schools and the division. | **Goal 5: Advance Organizational Excellence**<br>Pursue the effective and efficient use of division resources, operations, and processes to best meet the needs of students and staff. |
| **Strategies**<br>1. Create an environment where everyone understands their role in maintaining both online and physical safety and security.<br>2. Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources.<br>3. Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on Compass to 2030.<br>4. Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance.<br>5. Continue to implement sustainable practices supporting social, environmental, and economic outcomes. | **Strategies**<br>1. Create an environment where everyone understands their role in maintaining both online and physical safety and security.<br>2. Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources.<br>3. Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on Compass to 2030.<br>4. Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance.<br>5. Continue to implement sustainable practices supporting social, environmental, and economic outcomes.<br>6. Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an effective, efficient, and transparent manner across the school division. |
| **Key Navigational Markers**<br>• Percent of schools meeting or exceeding VDOE accountability requirements<br>• Percent of schools meeting accreditation standards<br>• Percent of staff reporting their school has the necessary resources to support students' needs<br>• Student and parent satisfaction with student's educational experience<br>• Percent of staff reporting the workplace is safe | **Key Navigational Markers**<br>• Percent of schools meeting or exceeding VDOE accountability requirements<br>• Percent of schools meeting accreditation standards<br>• Percent of staff reporting their school has the necessary resources to support students' needs<br>• Student and parent satisfaction with student's educational experience<br>• Percent of staff reporting the workplace is safe |

Compass to 2030

# Compass to 2030 Key Terms

**Academic and career planning process** - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans for achieving post-secondary success in college, careers, or the military.

**Comprehensive wraparound services** - a wide range of supports provided to students and their families to address students' academic, social, emotional, physical, and mental health needs, helping them succeed both in and out of school.

**Differentiated instruction** - instruction designed to meet the varying needs, abilities, and interests of students, ensuring each can learn and succeed.

**Digital literacy** - the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet. It also includes the responsible use of emerging technologies, like Artificial Intelligence, to enhance critical thinking and foster intellectual growth.

**Evidence-based instruction** - classroom practices based on the best available scientific evidence.

**Equity** - ensuring that all individuals have access to the resources and opportunities they need to succeed, recognizing that individuals may require varying levels of support.

Remove the division's definition of equity from the Key Terms section of the framework document

# Next Steps

- Two-Part School Board Action Item – May 27, 2025
  - Adopting Changes to *Compass to 2025*
  - Adopting Changes to *Compass to 2030*
- Post revised versions of *Compass to 2025* and *Compass to 2030* on VBSchools.com by May 30, 2025

# Questions?

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** Division Literacy Plan **Item Number:** 12C

**Section:** Information **Date:** May 13, 2025

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

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

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

**Recommendation:**

That the School Board receive information regarding Division Literacy Plan as mandated by the Virginia Literacy Act (VLA).

**Background Summary:**

The Department of Teaching and Learning updated the Division Literacy Plan in the template and per the guidance of the Virginia Department of Education (VDOE) and the VLA.

**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.

**Next Steps:**

Item will be on the School Board action agenda on May 27, 2025.

# DIVISION LITERACY PLAN

## DIVISION CONTACT INFORMATION

School Division: **Virginia Beach City Public Schools**

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

Local School Board Chair: **Kathleen J. Brown | schoolboard@vbcpsboard.com**

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

Local Board Adoption Date for Division Comprehensive Plan: **05/27/25**

## 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 | Ongoing | Citywide Principal Meeting Updates as well as progress monitoring and celebrations will be shared throughout the year based on assessment cycles. |
| School Board | Ongoing | School Board Meeting |

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|---|---|---|
| | | Updates as well as progress monitoring and celebrations will be shared throughout the year based on assessment cycles. |
| Reading Specialists | Monthly | Reading Specialist Meeting job-embedded professional learning will occur monthly with a focus on supporting teachers with data analysis, progress monitoring and implementation of approved resources. |
| Teachers | Bi-weekly | Division All Staff Communication<br>Job embedded professional learning will occur through professional learning communities to support data analysis, progress monitoring and implementation of approved resources. |
| Families, Caregivers, and Community Members | Ongoing | 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: | UFLI<br>Heggerty<br>Sound Partners<br>Lexia Core5<br>95% Comprehension | ELL - Supplemental materials for English learners will be used based on data identifying individual student needs.<br>Gifted - Supplemental materials for gifted students will be used based on data and compliance with differentiated and extended |

| | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
|---|---|---|
| | | curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs. |
| Supplemental Instruction 6-8: | Lexia Power Up | ELL - Supplemental materials for English learners will be used based on data identifying individual student needs.<br>Gifted - Supplemental materials for gifted students will be used based on data and compliance with differentiated and extended curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs. |
| Intervention K-5: | SIPPS and Heggerty Early Intervention<br>Reading Initiative<br>UFLI<br>Sound Partners<br>Lexia Core5<br>Read 180 Code | Spire with Sounds Sensible - SWD<br>SIPPS and Read 180 Code - SWD and ELL |
| Intervention 6-8: | Lexia Power Up<br>Read 180<br>Read 180 Code<br>SIPPS | SIPPS and Read 180 Code - 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<br><br>Asynchronous legacy PALS course for new hires |
| *LETRS V1 + VLP Canvas Modules<br>**Or**<br>LETRS V1 & 2 + VLP Canvas Modules<br>**Or**<br>VDOE - VLP Canvas Modules | K-8 teachers, (including Title I and Title II reading/literacy-teachers), special education and English learner teachers serving K-8 students | Ongoing in 2025-26 and 26-27 for new hires |
| *VDOE - VLP Canvas Modules and In-Person Institutes | Reading specialists | Sept 2024 - June 2025 |

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|---|---|---|
| | | Ongoing in 2025-26 and 26-27 for new hires |
| *VBCPS Administrator Professional Learning (PL) | Elementary administrators and central office leaders<br><br>Middle school administrators and central office leaders<br><br>Continue for elementary and secondary administrators and central office | ES:<br>April 24, 2024<br>May 1, 2024<br>May 15, 2024<br>July 17-18, 2024<br>Aug 6, 2024<br>Ongoing in 2024-25<br><br>MS:<br>May 16, 2024<br>Aug 15, 2024<br>Feb 13, 2025<br>April 10, 2025<br>All:<br>Ongoing in 2025-26 and 26-27 (dates TBD)<br>Aug 2025<br>Oct 2025<br>Feb 2026<br>May 2026 |
| *VBCPS Literacy Leader PL | K-5 reading specialists and literacy coaches (Title I and Title II); 6-8 reading specialists and coaches | April 24, 2024 (ES)<br>Aug 6, 2024 (ES)<br>Monthly 2024-25 (all)<br><br>Aug 2025<br>Monthly 2025-26 and 26-27 |
| *VBCPS Essential Teacher PL Sessions | K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL)<br><br>6-8 English teachers, literacy coaches, and reading specialists (including special education) | Various summer sessions 2024<br>Preservice week 2024<br>Ongoing and job-embedded in 2024-26<br><br>Various summer sessions 2025 and 2026<br>Preservice week 2025 and 2026<br>Ongoing and job-embedded in 2025-26 and 26-27 |
| Supplemental Material Training | K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL)<br><br>6-8 English teachers, literacy coaches, and reading specialists (including special education) | Once a quarter (Aug 2025-June 2026) |
| Intervention Material Training | K-5 classroom teachers (including GRTs, special | Once a quarter (Aug 2025-June 2026) |

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|---|---|---|
| | education, Title I, Title II, and EL)<br><br>6-8 intervention teachers, literacy coaches, and reading specialists (including special education) | |

**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-8 school teachers as appropriate (including special education, EL, and gifted teachers) during collaborative meetings at their schools. VBCPS utilizes instructional coaching to deliver PL as every elementary and middle school has at least one reading specialist. This job-embedded PL model will continue throughout 2025-26 and 2026-27 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, job-embedded PL, and HQIM PL sessions will be provided on an on-going basis to support implementation. Administrators will receive PL during spring and summer sessions and regularly scheduled principal meetings.

## 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 and 4-8 | Three times a year based on the schedule provided by VDOE during the fall, winter, and spring windows. | Teachers, reading specialists, Early Literacy Coordinator |
| NWEA MAP Grades 2-8 | Grade 2 - Middle and End-of-Year<br>Grades 3-8 - Beginning, Middle, and End-of-Year | Teachers, reading specialists, special education teachers, EL teachers, K-12 Academic Support Programs Coordinator |
| Standards of Learning Reading Assessment | 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 and literacy leaders, academic coordinators, school improvement specialist (MS) | 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 and literacy leaders, school improvement specialist (MS), Department of Teaching and Learning | Ongoing (weekly to monthly) |
| Student Reading Plan Progress Monitoring and Student Response Team Meetings | Teachers, GRTs, special education teachers, EL teachers, administration, reading specialists and literacy leaders, 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 survey of staff and families | 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.

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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. VBCPS has developed a division literacy webpage that can be accessed through the division website. This provides families with information and resources to support students' literacy growth at home. The webpage shares VBCPS K-12 literacy vision, goals, instructional resources and helpful links to EBLI resources. The webpage links to school contact information, making contacting administrators and reading specialists convenient for parents/guardians. Additionally, it includes the name and contact information of the division dyslexia advisor, the elementary language arts coordinator and the secondary English coordinator. The webpage also houses the current Division Literacy Plan, division and school-level community newsletters, and Virginia Literacy Act information. It also provides families with the Division Literacy Plan and helpful information regarding evidence-based literacy 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 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)

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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

| | | |
|---|---|---|
| Division Superintendent/ | Print Name | Date |

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Division Literacy Plan (DLP)

School Board Information
May 13, 2025

Department of Teaching and Learning

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# VDOE Updated Guidance (as of 4/14/25)

VIRGINIA LITERACY ACT

- K-8 Division Literacy Plan (DLP) 2025-26
- K-8 VALLSS screener
- K-8 student reading plans
- VDOE approved intervention/supplemental list (March 2025)

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# DIVISION LITERACY PLAN

- Stakeholder input
- VDOE Division Literacy Plan (DLP) template
- Initial submission - July 1, 2024
- Full submission - December 6, 2024
- Biennial K-8 submission - July 1, 2025



# DIVISION LITERACY PLAN

## VDOE Division Literacy Plan template sections:

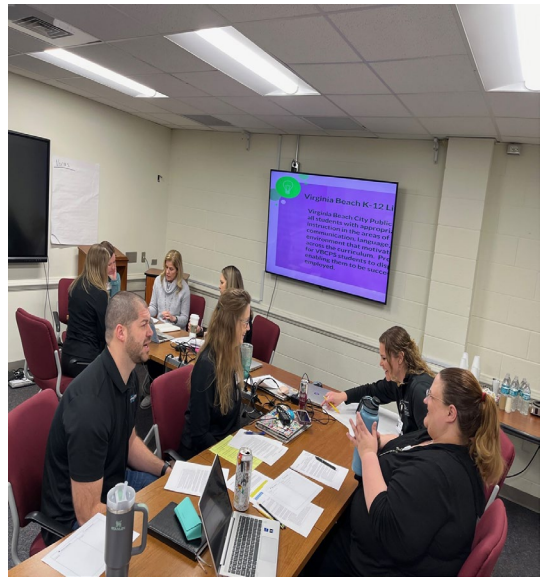
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials (HQIM)
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division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

| | 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: | UFLI<br>Heggerty<br>Sound Partners<br>Lexia Core5<br>95% Comprehension | ELL - Supplemental materials for English learners will be used based on data identifying individual student needs.<br>Gifted - Supplemental materials for gifted students will be used based on data and compliance with differentiated and extended curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs. |
| Supplemental Instruction 6-8: | Lexia Power Up | ELL - Supplemental materials for English learners will be used based on data identifying individual student needs.<br>Gifted - Supplemental materials for gifted students will be used based on data and compliance with differentiated and extended curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs. |



# DIVISION LITERACY PLAN

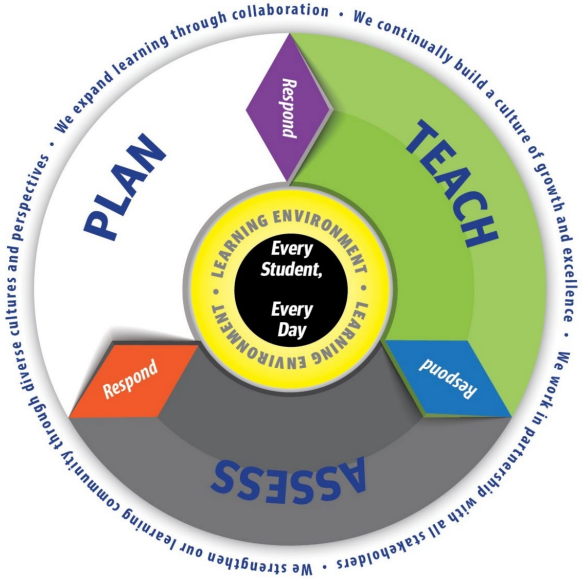
## Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

- Reading Specialists - VDOE Reading Institutes and Canvas modules
- Teachers - VDOE Virginia Literacy Partnership (VLP) Canvas modules
- Principal and Assistant Principal VDOE Reading Institute
- Professional learning on core, supplemental and intervention resource implementation
- VBCPS professional learning

# DIVISION LITERACY PLAN

## Section Four: Monitoring Student Assessment and Progress

- Student assessments, screeners, and diagnostic assessments



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# 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 | 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 and literacy leaders, academic coordinators, school improvement specialist (MS) | 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 and literacy leaders, school improvement specialist (MS), Department of Teaching and Learning | Ongoing (weekly to monthly) |

# 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)

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Questions

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject: Tri-Campus Planning** **Item Number: 12D**

**Section: Information** **Date: May 13, 2025**

**Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services**

**Matthew D. Delaney, Chief Schools Officer, Department of School Leadership**

**Prepared by: Melisa A. Ingram, Executive Director of Facilities Services**

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

**Presenter(s): Melisa A. Ingram, Executive Director of Facilities Services**

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

**Recommendation:**

That the School Board receive information regarding transitioning the Tri-Campus from three schools into two schools. The presentation will provide results from a Community Meeting held on Wednesday, April 23 and a public online survey.

**Background Summary:**

On March 25, 2025, the School Board was provided with two options to consider for the reconfiguration of the Tri-Campus schools. The preferred educational option is two Pre-K through 5$^{th}$ Grade schools. The other option would be a Pre-K through 1$^{st}$ Grade school and a 2$^{nd}$ through 5$^{th}$ Grade school.

**Source:**

School Board Policy 3-12

**Budget Impact:**

TBD

**Next Steps:**

The School Board will take action at the May 27, 2025, meeting.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Tri-Campus Planning

School Board Meeting

May 13, 2025

**Department of School Division Services**

**Department of School Leadership**

# Community Meeting

A community meeting was held April 23rd from 6 - 7:00 p.m. at Newtown Elementary School.

- 49 people attended
  - 14 parents
  - 6 community members
  - 28 staff members

Participants were able to learn and ask questions about the two options for transitioning the Tri-campus into two campuses in both a small group and whole group setting.

Participants were invited to take the survey online or paper/pencil.

Thank you to Vice-chair Weems, Dr. Green, and Mr. Callan for attending.

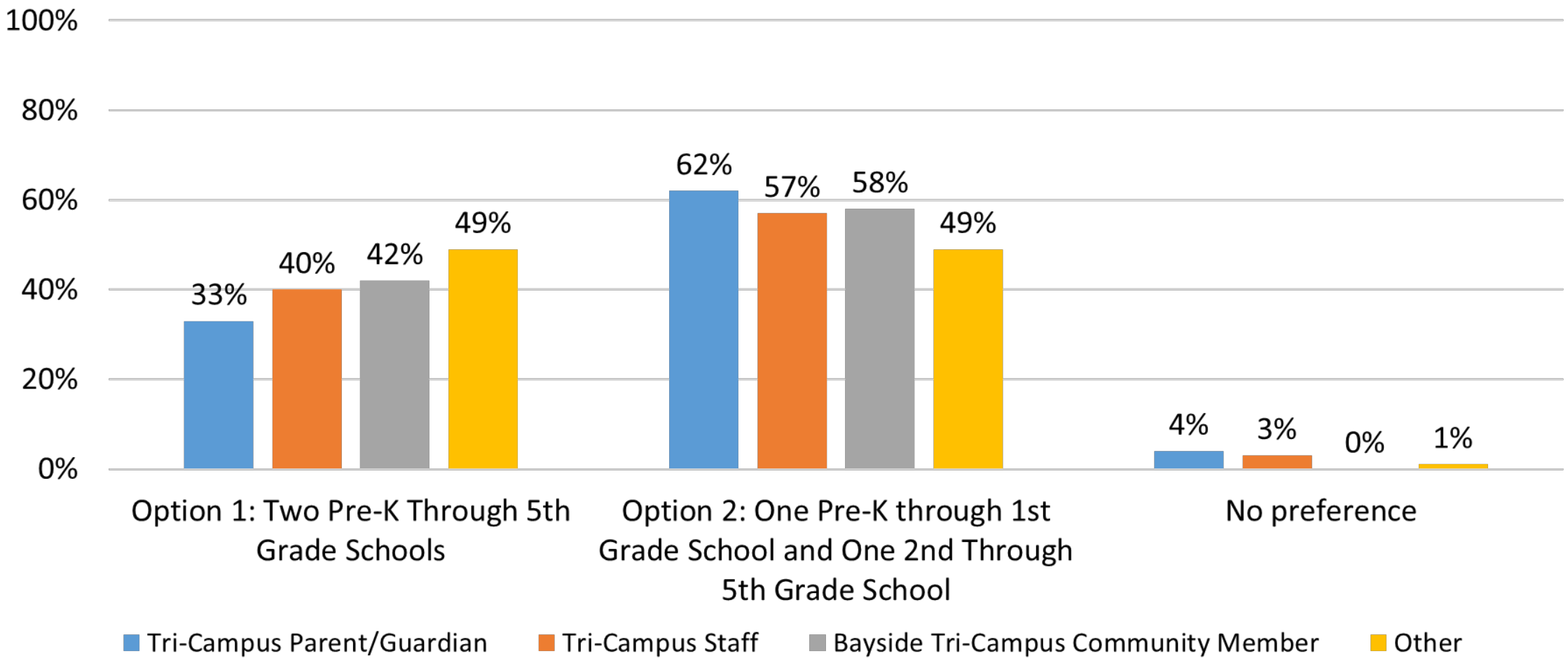
# Survey Results

- Online survey available April 4-27, 2025
- Survey link available on vbschools.com, emailed via AlertNow to Tri-Campus parents/guardians and staff and shared at the April 23 community meeting

| Respondent Groups | Number | Percentage of Respondents |
|---|---|---|
| **Parent/guardian** of a ***current*** student in the Tri-Campus zone | 144 | 34% |
| **Parent/guardian** of a ***future*** student in the Tri-Campus zone | 18 | 4% |
| School **staff member** in the Tri-Campus zone | 133 | 31% |
| Bayside Tri-Campus **community member** | 31 | 7% |
| **Other** | 99 | 23% |

- 38% (n=162) of survey respondents were parent/guardians of current or future students in the Tri-Campus zone

# Respondent Survey Results- Option Preference




Note: Percentages may not add to 100 due to rounding.

# Respondent Survey Results: Primary Reason for Preference

**Option 1: Two Pre-K through 5th Grade Schools (n=169)**

- 51% selected fewer transitions between schools for students
- 24% selected school culture and sense of community
- 15% selected long-term relationships with school staff

**Option 2: One Pre-K through 1st Grade School and One 2nd through 5th Grade School (n=244)**

- 69% selected developmental needs of the age group
- 13% selected does not require splitting the attendance zone

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# Facilities Consideration

- Estimated to be a **cost neutral** decision from a CIP perspective.

- Cost for additional space is estimated to be less than $25 million.

- Total number of students will define total cost regardless of which option is chosen.

  Range of Students: 1,280 – 1,320

  *SY 2024/25 net out-of-zone students: 79*

# Facilities Consideration

**Estimated Additional Rooms Needed for Two Options Presented:**

*Option 1 (PK-5)*

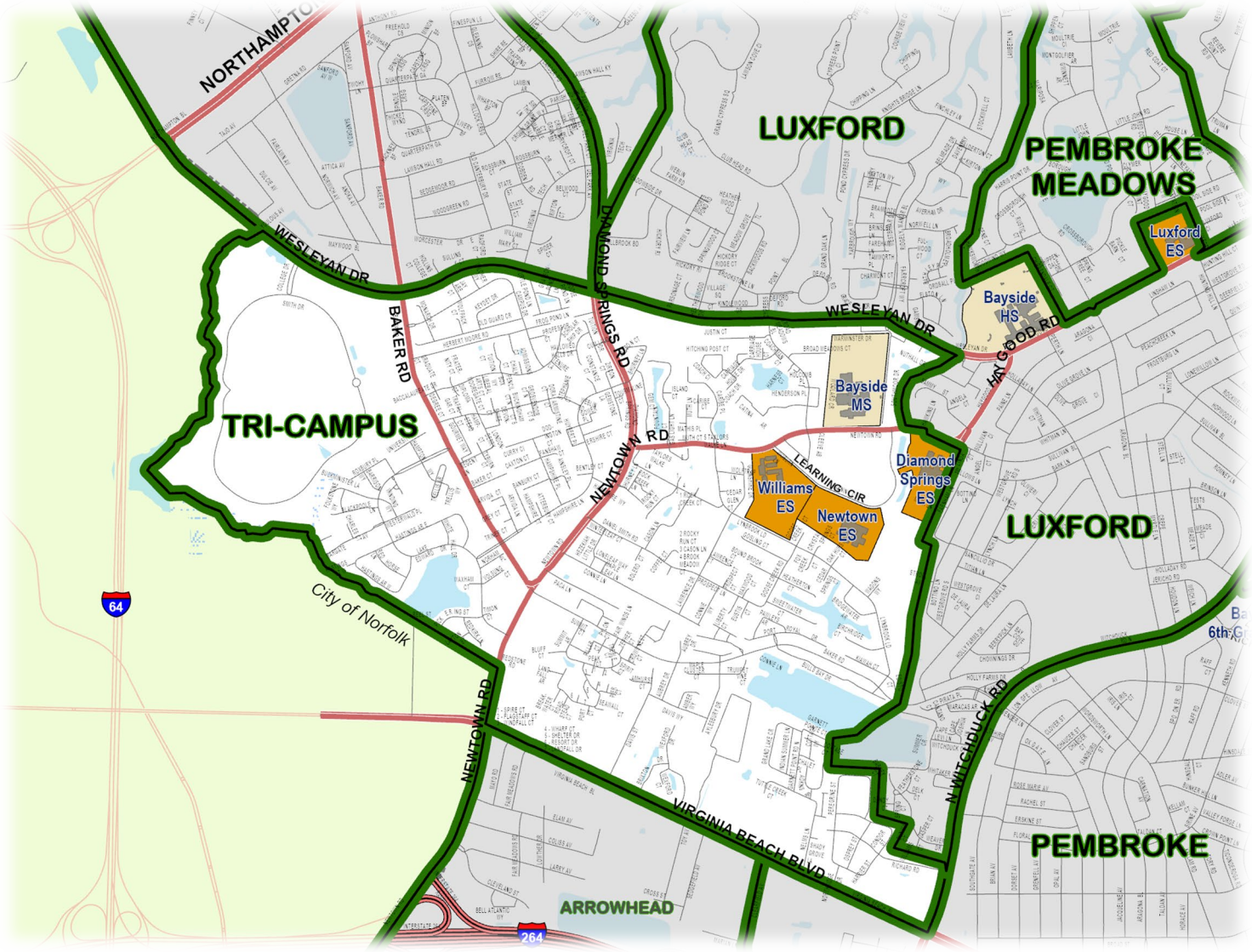
| ESTIMATED ADDITIONAL ROOMS | 18 - 22 |
|---|---|
| Diamond Springs ES (PK-5) | 8 – 10 |
| Newtown ES (PK-5) | 10 – 12 |

*Option 2 (PK-1 & 2-5)*

| ESTIMATED ADDITIONAL ROOMS | 18 - 22 |
|---|---|
| Diamond Springs ES (PK-1) | 4 – 6 |
| Newtown ES (2-5) | 14 – 16 |

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# Tri-Campus Attendance Zone – Assign to Two Schools



# Next Steps

## School Board Action

## May 27, 2025

# Questions

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

**Section: Information** **Date: May 13, 2025**

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

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

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

**Recommendation:**

That the School Board receive information regarding the notification that the administration intends to apply for the following federal grants for the 2025-2026 school year.

- Title I, Part A Improving Basic Programs Operated by Local Educational Agencies (LEA)
- Title I, Part D 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
- 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) | $17,690,717.44 |
| Title I, Part D | Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk | $181,805.07 |
| Title II, Part A | Preparing, Training, and Recruiting High Quality Teachers and Principals | $2,123,959.30 |
| Title III, Part A | Language Instruction for English Learners and Immigrant Students | $273,739.99 |
| Title IV, Part A | Student Support and Academic Enrichment Grants | $1,345,021.82 |
| | **Total** | **$21,615,243.62** |

**Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies (LEA)**

Title I, Part A provides financial assistance through state educational agencies to school divisions and public schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic content and achievement standards.

**Title I, Part D – Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk**

Title I, Part D, Subpart 2, provides financial assistance 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**

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.

**Next Steps:**

The Federal Grant Applications will be included at the May 27, 2025 School Board meeting for Action.

Place an "X" by the applicable response.

| | |
|---|---|
| X | Original |
| | Revision: |
| | Revision # |
| | Date: |
| | Explain |
| | Amendment: |
| | Amendment # |
| | Date: |
| | Explain |

**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

**2025-2026**
**Individual Program Application**

**Due by July 01, 2025**

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

| To be Completed by School Division | | | |
|---|---|---|---|
| Applicant (Legal Name of Agency): | Division Number: | Title I, Part A, Coordinator: | |
| Va Beach City Public Schools | 128 | Laura Silverman | |
| Mailing Address (Street, City or Town, Zip Code): | Phone: | 757-263-1450 | Ext: |
| | Email: | | |
| 2512 George Mason Drive, Virginia Beach, VA 23456 | 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 emailed to essa@doe.virginia.gov by October 1st.**

**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 27, 2025 .

| | |
|---|---|
| Superintendent's Signature | Board Chairperson's Signature |
| Donald E. Robertson Jr., Ph.D. | Kathleen Brown |
| Superintendent's Name | Board Chairperson's Name |
| May 27, 2025 | May 27, 2025 |
| Date | Date |

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.**

**Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

## APPLICATION INFORMATION

| 2024-2025 Allocation | 2024-2025 Consolidated | ELIGIBLE PROGRAM | 2025-2026 Allocation Total |
|---|---|---|---|
| **17,690,717.44** | No | Title I, Part A, Improving Basic Programs Operated by the LEAs | 17,690,717.44 |
| | | Title II, Part A Transferability | 0.00 |
| | | Title IV, Part A Transferability | 0.00 |
| | | **Total Allocation** | **17,690,717.44** |

## 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: | | |
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| 5. | Revision: | | Date: | | |
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| 7. | Revision: | | Date: | | |
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| 9. | Revision: | | Date: | | |
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| 10. | Revision: | | Date: | | |
| | Amendment: | | Date: | | |
| 11. | Revision: | | Date: | | |
| | Amendment: | | Date: | | |
| 12. | Revision: | | Date: | | |
| | Amendment: | | Date: | | |

## B. PROGRAM OVERVIEW (3 PAGES)

| 1a. | List the core instructional reading program(s) and any supplemental or intervention reading programs used in both Title I and non-Title I schools. |
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For the 2025-26 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. The literacy core program for grades 6-8 will be Actively Learn.

| 1b. | List the core instructional math program(s) and any supplemental or intervention math programs used in both Title I and non-Title I schools. |
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For the 2025-26 school year, VBCPS will be implementing their standards based curriculum. For elementary, this includes HMH Go Math and Number Worlds. For secondary, the core instruction will be supported by the use of Mathspace as a core instructional mathematics program and IXL as a supplemental mathematics program.

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.

| 2. | 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. |
|---|---|

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 instruction focused on excellence for all learners. The VBCPS curriculum is aligned to the Virginia Standards of Learning (SOLs). 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 twelve schools in 2025-2026. The overarching focus of the schools will be literacy, mathematics, science/STEM, citizenship/social skills, and family engagement. Title I schools were identified using low-income data from the Community Eligibility Program data and grade spans PK/K-5 and 6-8. 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 coordinators and instructional specialists to ensure alignment with the VBCPS objectives. Data collected from the Virginia Language and Literacy screener, Virginia Kindergarten Readiness Program (VKRP), NWEA MAP Assessments, SOLs, schoolwide and division assessments/data reports, classroom observations/learning walks, school support meetings and stakeholders 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 specifically identify needs and how they will use their school funds as outlined in their Title I Schoolwide Plans. Student and school data is collected and analyzed by school leadership teams in collaboration with division and Title I staff to identify needs, goals/strategies for improvement, budget implications, and evaluation methods to measure effectiveness and growth. Division Title I, Part A funds may be used to support division Title I programs based on needs identified, such as summer learning programs, tutoring programs, collaboration with neglected facilities and homeless liaisons, etc.

## B. PROGRAM OVERVIEW (CONTINUED)

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| 3. | 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. |

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, NWEA MAP, Standards of Learning scores, division benchmarks, 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. They also provide data on staff vacancies, retention rates, and hard to staff positions for the entire school division in comparison to Title I schools. This information is reviewed by senior leadership and administrators to determine ways to enhance recruitment efforts to meet the needs of all schools. Each year, central office staff, school administrators, and instructional staff are offered the opportunity to provide input to identify the needs and effectiveness of Title I programs. Also, the division holds annual family 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 areas of focus: literacy, math, science/STEM, social skills and citizenship, early childhood supports, and family engagement.

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| 4. | For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, such as: personnel, activities, stipends, etc. |

The VBCPS Title I office facilitates a Division Title I Family Engagement (FE) Advisory committee made up of families and staff members from each of our Title I schools. 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, completes and collects necessary documentation for FE, enhances FE initiatives within the school 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 on 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 access to learning. Family engagement supports also include the Title I Build a Home Library program where families receive books throughout the year. This includes but is not limited to pre-kindergarten and kindergarten readiness packs, quarterly

books sent home with report cards, summer reading packs, etc. Families are provided with additional materials and activities to support literacy, math, science/STEM, transitions, and/or social skills/citizenship 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-way 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. School staff send regular family newsletters to families to offer additional information on how to support learning in the home environment as well as they facilitate a minimum of four family engagement events each year. The events provide opportunities for families to share their input related to the education of their children, information on community resources and what it means to be a Title I school, and experiences centered around the needs of students (reading, math, science/STEM, social skills, transitions, attendance, etc) as outlined on schoolwide plans and support families in learning ways to continue learning in the home environment.

## B. PROGRAM OVERVIEW (CONTINUED)

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| 5. | 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 **2024** application. |

Stakeholder feedback shows that additional staff and classroom/family instructional supplies funded from Title I funds is valued in our Title I programs. Additional instructional opportunities to include tutoring, field trips, and summer programs continue to offer experiences that are valued by students, families, and staff. In collaboration with central office staff, each Title I school's leadership team monitors data from different content areas throughout the school year and documents this progress in their school's Plan for Continuous Improvement (PCI). Regular meetings are held to 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 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 to support the use of Title I funds. In most school support meetings, Title I schools have shared that the midyear data for VALLS shows an overall growth for students. Specific areas that continue to be a focus are segmenting and oral reading fluency as students show greater ability to read and write words in isolation versus in text. Pre-K students have shown growth in all areas of the VALLS midyear assessment with the greatest growth in syllable segmenting followed by growth in letter names. Students in middle school show strengths in characterization and writing expository texts and continue to focus on Greek/Latin roots, author's purpose and comparing and contrasting. 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. In elementary schools, Force and Motion and Earth and Moon objectives are areas that continue to be a focus after recent division assessments. Physical Science standards are a focus for middle school growth. Students in Title I elementary schools who have participated in the optional digital mid-year math benchmark have shown an overall growth in performance across all grade levels. Areas of continued focus will be computational fluency, problem solving, and fractions/decimals. Middle school students have shown that probability word problems will continue to be an area of focus. Student and staff input shows that schools are working towards building a greater sense of belonging that leads to self efficacy and self monitoring. Student discipline data is continually monitored to identify multi-tiered systems of support required to meet the needs of all students. Two-way communication opportunities between families and schools has grown over the school year. Compared to the 2023-2024 school year, family responses to input forms have increased by over 1,000 responses and volunteerism efforts have grown. Teacher turnover rates and vacancy data shows that Title I school staff are harder to hire and retain when compared to non Title I schools. Data from 2023-2024 shows that Title I schools have a 25.46% turnover rate compared to non Title I schools with an 18.59% turnover rate. This kind of data is consistent with prior years' data as well.

## 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 different locations (such as but not limited to the Chrysler Museum). To ensure smooth transitions 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 office works with other community members such as Virginia Beach GrowSmart, United Way, Virginia Beach Health Department, etc. to ensure that multiple stakeholders are afforded the
opportunity to discuss and coordinate meaningful experiences 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.
4. Include baseline data.

| Measurable Objective 1: |
| --- |
| By June 2026, 90% of Title I families who complete the end of year Title I Family Engagement feedback form will respond favorably to questions related to positive and personalized two-way communication (school and families), volunteer opportunites, 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) School and central office staff will participate in professional development (workshops, webinars, conferences, etc) ) to continue to build capacity related to family engagement. 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. 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 participate as members of the division Title I Family Advisory Committee. Throughout the school year, this 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<br>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 events/activities and implement actionable steps to increase and/or sustain participation in future opportunities. I) Families will be provided reading materials to support home libraries. J) Supplemental instructional supplies will be provided to students to use with their families in the home setting to continue learning. K) Schools will offer multiple opportunities for families to provide input towards the use of Title I funds and family engagement. L) Schools will interpret and translate documents in home languages as needed. |

| Measurable Objective 2: |
| --- |
| By June of 2026, 85% or higher of Title I students in grades K-2 will score in the moderate or low band of risk of the Spring Virginia Language and Literacy Screener. By June of 2026, 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. |

## D. MEASURABLE OBJECTIVES (CONTINUED)

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 2026, 85% or higher of Title I students in 3-8 grades will earn a Proficient or Advanced Proficient score on the Spring Mathematics 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, VDOE Rich Mathematical 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.

Measurable Objective 4:

By June 2026, 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.

## D. MEASURABLE OBJECTIVES (CONTINUED)

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-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 other division offices where the analysis of VKRP data and resources to drive instruction to meet the individual needs of all students will be a focus. 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. G) Pre-K teachers will use evidence-based resources that are developmentally appropriate and engaging. H) Pre-K teachers will embed learning opportunities through play-based activities in the STREAMin3 curriculum. I) Pre-K teachers will engage families as partners in early learning to extend instruction beyond the classroom with a focus on early learning standards. J) Families will be provided instructional supplies such as math manipulatives and books to build home libraries.

Measurable Objective 5:

By June of 2026, 70% or higher of Title I students will earn a Proficient or Advanced Proficient score on the grade 5 and 8 Spring Science 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 science lead teachers and division Title I science instructional specialists will support classroom teachers in grades K-8 with science instruction by facilitating learning walks for peer observations and using the instructional coaching model-pre-conferencing, co-teaching or modeling and post-conferencing. B) Relevant professional development to support science instruction will be provided through coaching and professional learning opportunities in and outside of the division. C) Professional learning will be provided for Title I science lead teachers through planning sessions with division coordinators, instructional specialists, and community partners (ex. Back Bay National Wildlife Refuge, Chesapeake Bay Foundation, Virginia Zoo, etc.). D) Vocabulary instruction and development will be a focus of teaching and learning. E) 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.). F) Digital and non-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. H) Supporting and facilitating PLCs to increase teacher clarity of science content and pedagogy as well as student engagement.

Measurable Objective 6:

By the end of the 2025-2026 school year, suspension rates in Title I schools will decrease by 2% as compared to the end of year suspension rates for the 2024-2025 school year.

## D. MEASURABLE OBJECTIVES (CONTINUED)

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 using student data to address all students' needs. B) Relevant professional development will be provided to instructional staff by central office, professional conferences will be available for school staff to attend, and book studies related to best practices will be shared. C) Multiple methods of instruction will be used by staff to model and teach effective strategies related to a sense of belonging, conflict resolutions, self regulation, etc. (i.e. flexible seating, learning environments dedicated to student needs, materials/resources to teach skills, Morning Meetings, relationship mapping, etc.). D) Set clear and well-defined expectations and consequences for student behavior as aligned to school division policy and codes of conduct as well as student needs. E) Monitor and analyze data and meet regularly with school and central office staff to determine actionable steps to meet all students' and schools' needs. F) Collaboration between school staff

and central office staff in Student Support Services to build the capcaity of teachers through modeling, coteaching, and feedback loops. G) Work with families to create collaborative relationships in order to support the needs of students both in school and in the home environment.

Measurable Objective 7:

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

Measurable Objective 8:

## D. MEASURABLE OBJECTIVES (CONTINUED)

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:

Measurable Objective 10:

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

## 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<br>Budget for 2025-2026<br>Award: S010A250046<br>Project Code: APE42901<br>Allocation: 17,690,717.44 | |
|---|---|---|---|
| **OBJECT CODE** | **EXPENDITURE** | **AMOUNT BUDGETED** | **DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?** |
| **1000 - Personnel Services** | Non Set-Aside | 4,166,405.50 | |
| | Set-Aside | 5,521,005.00 | |
| | Parent and Family Engagement Set-Aside | 357,990.79 | |
| | Private School Set-Aside | 0.00 | |
| | **Total Personal Services** | **10,045,401.29** | Yes |
| **2000 - Employee Benefits** | Non Set-Aside | 960,486.94 | |
| | Set-Aside | 2,263,885.44 | |
| | Parent and Family Engagement Set-Aside | 109,018.88 | |
| | Private School Set-Aside | 0.00 | |
| | **Total Employee Benefits** | **3,333,391.26** | Yes |
| **3000 - Purchased/ Contracted Services** | Non Set-Aside | 123,041.52 | |
| | Set-Aside | 1,298,170.92 | |
| | Parent and Family Engagement Set-Aside | 14,776.94 | |
| | Private School Set-Aside | 115,552.97 | |
| | **Total Purchased/Contracted Services** | **1,551,542.35** | 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 | 18,000.00 | |
| | Set-Aside | 480,702.63 | |
| | Parent and Family Engagement Set-Aside | 0.00 | |
| | Private School Set-Aside | 0.00 | |
| | **Total Other Charges** | **498,702.63** | Yes |
| **6000 - Materials and Supplies** | Non Set-Aside | 665,483.25 | |
| | Set-Aside | 1,293,121.44 | |
| | Parent and Family Engagement Set-Aside | 269,158.02 | |
| | Private School Set-Aside | 1,167.20 | |
| | **Total Materials and Supplies** | **2,228,929.91** | 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** | **17,690,717.44** | |
| | **TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE** | **752,294.63** | |
| | **TOTAL PRIVATE SCHOOL SET-ASIDE** | **116,720.17** | |
| | **DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?** | Yes | **Difference** - |

## F. DETAILED BUDGET BREAKDOWN

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

**Does the Detailed Budget Breakdown Match the Total Allocation?** Yes

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of all federally funded positions. Please include any teachers or paraprofessionals paid for using prior year **(2024-2025)** 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. All staffing positions are supplemental. Division allocations include the Title I director, coordinators, math instructional specialist, literacy instructional specialist, and science instructional specialist who oversee Title I programs and offer direct school support. In addition office associates, a social worker for homeless support, family outreach representatives, multi-tiered systems of support (MTSS) specialists, Title I instructional reading/math/science coaches, a Pre-K instructional specialist, Pre-K instructional coaches, Pre-K family engagement (FE) specialists, behavior intervention teachers, an ESL teacher, and a data analyst are supplemental division staff included on the grant. Additional positions include tutors/interventionists/instructional staff/project support staff who support tier II/III instruction, the implementation of tutoring programs for Title I school students, Pre-K registration tasks and responsibilities, the support of homeless students, the support of literacy instruction, and Reading Bus instruction (support children ages 2-5). Title I, Part A funds provide stipends for FE liaisons, Title I grade chairs, bookkeepers, & summer program coordinators. Incentive pay for hard to hire positions is included to address data that shows turnover and staff vacancy rates are higher and more challenging in Title I schools compared to non Title I schools. 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 in schools

(instructional coaches to support reading, math, and science, instructional administrative assistants, a 0.4 GRT, teacher assistants, school counselors, etc). Teacher assistants (paraprofessionals) both at the school level (FTEs) and division level (TEAs) work with teachers and coaches to support instruction based on needs outlined in school plans. They have received and will continue to participate in professional trainings in the subject areas they support. It should be noted that the 8.9 counselor FTE allocations serve 12 of our Title I schools and the 2.0 instructional administrative assistants serve 4 of our Title I schools.

| Types of Staff Positions | Measurable Objective | Set Aside Category | FTEs | Total Cost |
|---|---|---|---|---|
| Director, 5 Specialists/Coordinators, 2 Associates, Analyst | all | Division | 9.00 | 815,353.89 |
| Interventionists/positions for oversight of implementation of tutoring/teacher assistants | 2,3,4,5,6 | Division | | 410,000.00 |
| Workshop Pay: Saplings Program/Staff Training; Substitutes for division PD and FTE | all | Division | | 80,000.00 |
| 4 Behavior Teachers, 4 MTSS Coaches | 6 | Division | 8.00 | 588,997.51 |
| STEM/Summer Learning Camp (teachers/assistants/stipends/nurses/etc.) | 2,3,4,5,6 | Division | | 400,000.00 |
| Bus Drivers: division field trips, tutoring, and summer programs | 2,3,4,5,6 | Division | | 41,000.00 |
| 3 Title I Resource Instructional Reading, Math, and Science Coaches, 1 ESL Teacher | 2,3,5 | Division | 4.00 | 300,180.57 |
| Stipends: Bookkeepers; Incentive to hire/retain hard to staff positions | 2,3,4,5 | Division | | 603,944.38 |
| School-based Instructional Reading, Math, Science Coaches/Teachers Salary Differential | 1,2,3,5 | Salary Differential | | 1,025,335.02 |
| School-based Teacher Assistants Salary Differential | 1,2,3,5,6 | Salary Differential | | 34,580.80 |
| School-based Counselors and Instructional Admin Assistants Salary Differential | 1,2,3,4,5,6 | Salary Differential | | 105,316.96 |
| (PI) 2 FE Specialists | 1,4 | Early Childhood | 2.00 | 182,464.24 |
| 5 Pre-K Inst. Coaches, 2 PreK Behav. Teachers, 1 Pre-K Inst Specialist, 1 Office Assoc. | 4,6 | Early Childhood | 9.00 | 753,663.25 |
| Project support for PreK application, registration oversight and/or implementation | 4 | Early Childhood | | 40,000.00 |
| (PI) Reading Bus, 4 Family Outreach Representatives | 1,2,4 | PFE (Division) | 4.00 | 337,590.79 |
| Homeless Liaison, Tutors, Bus | 1,2,3,4,5,6 | Homeless | 1.00 | 140,168.38 |
| (School) School-based Instructional Reading, Math, Science Coaches/Teachers | 1,2,3,5 | | 48.40 | 2,736,294.00 |
| (School) Teacher Assistants | 1,2,3,5,6 | | 20.00 | 513,480.00 |
| (School) School-based Counselors-7.9 ES, 1 MS; Instructional Admin Assistants-2.0 | 1,2,3,4,5,6 | | 10.90 | 616,231.50 |
| (School) Workshops, Tutors; Substitutes for PD; Title I Chair Stipend | 1,2,3,5,6 | | | 300,400.00 |
| (School) (PI) Stipends: Family Engagement Liaison | 1,2,3,5,6 | PFE (School Level) | | 20,400.00 |
| | | Total for Object Code: | 116.30 | 10,045,401.29 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

FICA 7.65% ; VRS 15.23% ; RHIC 1.21% ; HEALTH $10,627 per eligible employee (actual rates may vary); LIFE 1.18%; Local Disability 0.45%

| Item Description | Measurable Objective | Set Aside Category | Total Cost |
|---|---|---|---|
| Director, 5 Specialists/Coordinators, 2 Associates, Analyst | all | Division | 329,748.71 |
| Interventionists/positions for oversight of implementation of tutoring/teacher assistants | 2,3,4,5,6 | Division | 31,365.00 |
| Workshop Pay: Saplings Program/Staff Training; Substitutes for division PD and FTE sick and personal | all | Division | 6,120.00 |
| 4 Behavior Teachers, 4 MTSS Coaches | 6 | Division | 256,817.21 |
| STEM/Summer Learning Camp (teachers/assistants/stipends/nurses) | 2,3,4,5,6 | Division | 30,600.00 |
| Bus Drivers: division field trips, tutoring, and summer programs | 2,3,4,5,6 | Division | 3,136.50 |
| 3 Title I Resource Instructional Reading, Math, and Science Coaches, 1 ESL Teacher | 2,3,5 | Division | 140,823.11 |
| Stipends: Bookkeepers; Incentive to hire/retain hard to staff positions | 2,3,4,5 | Division | 46,201.75 |
| School-based Instructional Reading, Math, Science Coaches/Teachers Salary Differential | 1,2,3,5 | Employee Benefits Differential | 756,513.14 |
| School-based Teacher Assistants Salary Differential | 1,2,3,5,6 | Employee Benefits Differential | 159,949.74 |
| School-based Counselors and Instructional Admin Assistants Salary Differential | 1,2,3,4,5,6 | Employee Benefits Differential | 139,970.93 |
| (PI) 2 FE Specialists | 1,4 | Early Childhood | 67,613.74 |
| 5 Pre-K Inst. Coaches, 2 PreK Behav. Teachers, 1 Pre-K Inst Specialist, 1 Office Assoc. | 4,6 | Early Childhood | 265,223.50 |
| Project support for PreK application, registration oversight and/or implementation | 4 | Early Childhood | 3,060.00 |
| (PI) Reading Bus, 4 Family Outreach Representatives | 1,2,4 | PFE (Division) | 107,458.28 |
| Homeless Liaison, Tutors, Bus | 1,2,3,4,5,6 | Homeless | 26,742.11 |
| (School) School-based Instructional Reading, Math, Science Coaches/Teachers | 1,2,3,5 | | 663,551.30 |
| (School) Teacher Assistants | 1,2,3,5,6 | | 124,518.90 |
| (School) School-based Counselors-7.9 ES, 1 MS; Instructional Admin Assistants-2.0 | 1,2,3,4,5,6 | | 149,436.14 |
| (School) Workshops, Tutors; Substitutes for PD; Title I Chair Stipend | 1,2,3,5,6 | | 22,980.60 |
| (School) (PI) Stipends: Family Engagement Liaison | 1,2,3,5,6 | PFE (School Level) | 1,560.60 |
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| | | Total for Object Code: | 3,333,391.26 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

Title I, Part A funds will provide various resources through contracted services: (A) Pay for keynote speakers for administrators and instructional staff from Title I/PreK schools who participate in conferences/workshops to receive professional learning. (B) Support virtual and in person professional development both in and outside of the school division through conferences or on-site speakers such as but not limited to Plain Talk, VASCD, ASCD, VDOE trainings, VAEYCE, NAEYCE, FETC, VISTE, ISTE, NCTE, Visible Learning, Get Your Teach On conference, coaching conferences, ESL conferences, special education conferences, educational leadership conferences, Family Engagement conferences, NCTM, Learning Forward, AVID, ESEA, NAFEPA, VAFEPA, VA State Reading Association, International Literacy Association, HMH/Lexia conferences, VB Reading council, etc. (C) Support outreach and field trip opportunities (VASC, MOCA, Sandler Center, Children's Museum, Hunt Club, Zoo, Aquarium, Learning Barge, Jamestown, Williamsburg, Yorktown, Arts of Learning, etc.). (D) Purchase supplemental instructional technology programs such as Gizmos, Nearpod, Flocabulary, Imagine Learning, Hatch, Generation Genius, Frax, IXL, Smore, Quiziz, Eduverse School, Slidesgo, Gamma App, Blooket, Senior Wooly, SOL Pass, Breakout EDU, and Kahoot. (E) Purchase the Title I Crate digital resource to provide support for the Title I team and Title I administrators/staff in the implementation and documentation of Title I programs. (F) Support reprographics for division- and school-level family engagement announcements as well as the purchase of food for family engagement events. G) Provide

interpretation/translation services as needed to ELL families to support language access. G) Provide consultant services to support instructional teaching practices, student engagement, behavior intervention and supports, family engagement practices, etc. (examples of contracts include but aren't limited to Excellence Project, Community in Schools, BIST, Teacher Clarity, etc). Funds have been provided to private schools to support tutoring contracts for students eligible to receive equitable services.

| Item Description | Measurable Objective | Set Aside Category | Total Cost |
|---|---|---|---|
| Division-sponsored on-site professional development (PD) | 1,2,3,5,6 | Division | 37,461.50 |
| Professional development conference outside the division (PD) | 1,2,3,5,6 | Division | 173,979.42 |
| Contracts for consultants/services (ex. BIST) | 6 | Division | 58,900.00 |
| Division-sponsored field trips and outreach programs | 1,2,3,5 | Division | 15,130.00 |
| Computer-based reading/math/science programs | 2,3,5 | Division | 800,000.00 |
| Technology services and applications | 1,2,3,5,6 | Division | 168,200.00 |
| | | | |
| (PI) Food for division family engagement events | 1 | PFE (Division) | 1,000.00 |
| (PI) Division-sponsored reprographics for FE activities/communications/Reading Bus | 1,2,3,5,6 | PFE (Division) | 1,500.00 |
| | | | |
| Field trips, outreach programs, and interpretation/translation services | 4 | Early Childhood | 25,000.00 |
| (PI) Reprographics for family engagement activities and communications | 1,4 | Early Childhood | 1,000.00 |
| (PI) Food for family engagement events | 1 | Early Childhood | 1,500.00 |
| Professional development conferences outside the division (PD) | 1,4 | Early Childhood | 14,000.00 |
| | | | |
| (School) (PI) Contracts for FE | 1 | PFE (School Level) | 3,500.00 |
| (School) (PI) Food for family engagement events | 1 | PFE (School Level) | 8,282.94 |
| (School) (PI) Reprographics for family engagement activities and communications | 1 | PFE (School Level) | 494.00 |
| (School) Contracts for professional development | 1,2,3,5,6 | | 2,000.00 |
| (School) Professional development conferences outside the division | 1,2,3,5,6 | | 42,987.60 |
| (School) Technology programs/services to support remediation/enrichment | 1,2,3,5,6 | | 16,076.28 |
| (School) Field trips and outreach programs | 2,3,5 | | 61,977.64 |
| | | | |
| Technology programs/services for Neglected Students | 2,3,5 | Neglected/Delinquent | 3,000.00 |
| | | | |
| Tutoring Services for Private Schools | 2,3,5 | Private School | 115,552.97 |
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| | | Total for Object Code: | 1,551,542.35 |

## 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.

Fuel expenses for transportation related to pre-approved field trips, before/after-school programs, early childhood transportation and summer programs.
Funds for food purchases will be used for family engagement events.

| Item Description | Measurable Objective | Set Aside Category | Total Cost |
|---|---|---|---|
| Fuel expenses for field trips, after-school programs, and summer programs | 2,3,5,6 | Division | 30,000.00 |
| Fuel expenses | 2,3,5 | Homeless | 1,400.00 |
| (School) (PI) Family Engagement food from cafeteria services | 1 | PFE (School Level) | 1,350.00 |
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| | | Total for Object Code: | 32,750.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, wireless phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Title I, Part A funds will be used for local travel for the director of Title I programs, Title I and Pre-K specialists/coordinators, Title I and PreK resource instructional coaches/teachers, FE specialists, educational data analyst, office associates, Reading Bus, family outreach representatives, behavior interventionists, etc. Local travel is needed to support schools on-site and to participate in division professional development. Funds will be used for postage as a means to communicate with the community and schools. Professional development conferences outside of the division will be a focus for division/school-level staff both in person as well as virtually. Administrators, teachers, school-based and division-based specialists, coordinators, directors, administrative positions, grant professionals, and support staff who assist Title I programs and schools are eligible to attend conferences focused on increasing professional capacity based on identified program and instructional needs. Guidelines have been established to ensure all learning from professional development is shared. Suggested conferences and/or events supported by the following organizations will be, but are not limited to Plain Talk, VASCD, ASCD, VDOE trainings, VAEYCE, NAEYCE, FETC, VISTE, ISTE, NCTE, Visible Learning, Get Your Teach On conference, coaching conferences, ESL conferences, special education conferences, educational leadership conferences, Family Engagement conferences, NCTM, Learning Forward, AVID, ESEA, NAFEPA, VAFEPA, VA State Reading Association, International Literacy Association, HMH/Lexia conferences, VB Reading council, etc. Title I, Part A, funds will also support indirect costs calculated

at 2.7%.

| Item Description | Measurable Objective | Set Aside Category | Total Cost |
|---|---|---|---|
| Indirect Costs | all | Division | 430,702.63 |
| Local Travel | 1,2,3,5,6 | Division | 8,500.00 |
| Professional development for conferences outside of the division | 1,2,3,5,6 | Division | 28,000.00 |
| | | | |
| (PI) Local travel for FE Specialists | 1,4 | Early Childhood | 7,000.00 |
| Local travel for Pre-K Instructional Coaches/Teachers and PreK Behavior Teachers | 4 | Early Childhood | 1,000.00 |
| Local travel for Pre-K Instructional Specialist and Office Associate | 4 | Early Childhood | 2,500.00 |
| (PI) Conference professional development for Pre-K FE team | 1,4 | Early Childhood | 1,500.00 |
| Conference professional development for Pre-K teachers and Pre-K support team | 1,4 | Early Childhood | 1,500.00 |
| | | | |
| (School) School-based professional development for conferences outside of the division | 1,2,3,5,6 | | 18,000.00 |
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| | | Total for Object Code: | 498,702.63 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

The following resources will be needed to implement and maintain Title I programs: supplies for homeless and neglected students to support each student during and outside of the instructional day; supplies for Reading Bus activities and books for students and their families; instructional supplies for division programs and events; books for the Build a Home Library program (PreK/kindergarten readiness book packs at registration, quarterly books, throughout the year as needed, and summer self select book packs); summer and tutoring instructional supplies; food purchases from outside vendors for family engagement events; and administrative office supplies and other materials to support the work of the Title I and Pre-K staff, family engagement staff, and other Title I funded positions. Instructional supply purchases will be based on approved schoolwide plans and school needs. In addition, the following are examples of additional purchases: STEM/makerspace/coding/virtual reality instructional materials, books for literacy instruction, manipulatives for math instruction, classroom technology and related supplies, scicence instructional supplies, materials to support future ready social skills, and family engagement instructional supplies to support the Virginia Beach City Public Schools curriculum. Funds have been provided to private schools to support the purchase of instructional supplies for families of eligible students.

| Item Description | Measurable Objective | Set Aside Category | Quantity | Total Cost |
|---|---|---|---|---|
| Instructional Materials/Supplies for Division Programs and Trainings | 1,2,3,5,6 | Division | | 765,069.46 |
| Instructional Materials/Supplies for Division Summer Programs | 1,2,3,5,6 | Division | | 86,550.65 |
| Office Supplies to Support Administrative and Office Staff | 1,2,3,5,6 | Division | | 1,013.06 |
| | | | | |
| Instructional Materials/Supplies for the Program | 4 | Early Childhood | | 437,110.64 |
| (PI) Instructional Materials/Supplies for FE Events | 1,4 | Early Childhood | | 1,000.00 |
| Office Supplies to Support the Program | 4 | Early Childhood | | 1,027.63 |
| (PI) Food for family engagement events | 1,4 | Early Childhood | | 1,000.00 |
| | | | | |
| Instructional Supplies for Homeless Students | 1,2,3,5 | Homeless | | 250.00 |
| | | | | |
| (PI) Reading Bus Supplies | 1,2 | PFE (Division) | | 1,000.00 |
| (PI) Books for Build a Home Library | 1,2 | PFE (Division) | | 100,000.00 |
| (PI) Food for Division Family Engagement Events | 1 | PFE (Division) | | 2,084.50 |
| | | | | |
| Instructional Supplies for Neglected Students | 2,3,5,6 | Neglected/Delinquent | | 100.00 |
| | | | | |
| (School) (PI) Instructional Supplies for Family Engagement Events | 1,2,3,5,6 | PFE (School Level) | | 147,441.39 |
| (School) (PI) Food for Family Engagement Events | 1 | PFE (School Level) | | 18,632.13 |
| | | | | |
| (School) Instructional Supplies for Classroom Instruction and PD | 2,3,5,6 | | | 662,983.25 |
| (School) (PI) Instructional Supplies for FE Events (Not SA) | 1,2,3,5,6 | | | 2,500.00 |
| | | | | |
| Instructional Supplies for Family Engagement for Private Schools | 1,2,3 | Private School | | 1,167.20 |
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| | | | Total for Object Code: | 2,228,929.91 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

| Item Description | Measurable Objective | Set Aside Category | Quantity | Total Cost |
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Total for Object Code: 0.00

## 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 S367A250044 Project Coe APE61481 | | Title IV, Part A, Transferability Award S424A250048 Project Code APE60019 | |
|---|---|---|---|---|---|
| | | 0.00 | | 0.00 | |
| OBJECT CODE | EXPENDITURE | AMOUNT TRANSFERRED INTO PROGRAM | | | DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN? |
| 1000 - Personnel Services | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Personal Services** | **0.00** | | **0.00** | Yes |
| 2000 - Employee Benefits | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Employee Benefits** | **0.00** | | **0.00** | Yes |
| 3000 - Purchased/ Contracted Services | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Purchased/Contracted Services** | **0.00** | | **0.00** | Yes |
| 4000 - Internal Services | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Internal Services** | **0.00** | | **0.00** | Yes |
| 5000 - Other Charges | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Other Charges** | **0.00** | | **0.00** | Yes |
| 6000 - Materials and Supplies | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Materials and Supplies** | **0.00** | | **0.00** | Yes |
| 8000 - Capital Outlay | Non Set-Aside | 0.00 | | 0.00 | |
| | Set-Aside | 0.00 | | 0.00 | |
| | Parent and Family Engagement Set-Aside | 0.00 | | 0.00 | |
| | Private School Set-Aside | 0.00 | | 0.00 | |
| | **Total Capital Outlay** | **0.00** | | **0.00** | Yes |
| | **TOTAL BUDGET** | **0.00** | | **0.00** | |
| | **TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE** | **0.00** | | **0.00** | |
| | **TOTAL PRIVATE SCHOOL SET-ASIDE** | **0.00** | | **0.00** | |
| | **DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?** | Yes | | **Difference** | - |

## H. DETAILED BUDGET BREAKDOWN

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

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

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (**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.**

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Total Cost |
|---|---|---|---|---|
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Total Cost |
|---|---|---|---|---|
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Total Cost |
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, wireless phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Total Cost |
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Quantity | Total Cost |
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

| Item Description | Measurable Objective | Set Aside Category | Funding Source | Quantity | Total Cost |
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Total for Object Code: 0.00

## I. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

Virginia Beach City Public Schools (VBCPS) is strongly committed to offering meaningful opportunities for access and participation to all students, families, and employees. Division and Title I school staff work collaboratively to use data to identify needs and develop Title I schoolwide plans to use grant funds to provide opportunities for all students attending Title I schools. VBCPS meets American Disabilities Act (ADA) requirements for access. 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 consistently make efforts to offer interpreters as needed. 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. The division encourages involvement of all stakeholders in the planning and implementation of programs funded by the 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 of the grant application/school plans 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 all students' access to Advanced Placement, International Baccalaureate, dual enrollment, as well as technical and career education coursework.

## 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).

VBCPS provides multi-tiered systems of supports to address the needs of all students and encourage positive citizenship and behavior while still following the VBCPS Code of Conduct and School Board policies. Staff are trained on proactive approaches to teach expected behaviors and conflict resolution. 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 multiple supports to address behavioral progress, provide mental health resources, and support students in developing strong social skills, including Rapid Response at elementary schools, Bridge Program at secondary schools, 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 2025-2026

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 2025-2026. 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 does not have any new schoolwide programs for 2025-2026. |

| 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 |
|---|---|---|---|---|

## 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 2025-2026 school year. | | |
|---|---|---|
| **Staff Category** | **Staff FTE 2025-2026** | **Percentage Qualified 2025-2026** |
| 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 2025-2026** | **Percentage Qualified 2025-2026** |
| Paraprofessionals | 265 | 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 (HR) 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. HR staff work collaboratively with school administrators to follow regulations established by VDOE and VBCPS School Board policies to ensure that properly endorsed staff are hired and assigned to teaching positions for which they are certified to teach. 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. 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 acknowledge effective teaching practices and address needs for improvement and performance concerns.

## Q. IMPROVEMENT PLAN REQUIREMENTS

[X] 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, 2023: $13,819.00

(B) For FY Ending June 30, 2024: $14,524.00

## 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")**

[ ] Free/Reduced Lunch/Household Applications

[ ] Temporary Assistance for Needy Families (TANF)

[X] CEP

[ ] Children Eligible for Medicaid

[ ] Most Recent U. S. Census Bureau Information

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

**Rank by:**

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

[ ] Rank Order

[ ] Division Average

**Grade Span(s) Served:**

First Grade Span: PK - 05

Second Grade Span (if applicable): KG - 05

Third Grade Span (if applicable): 06 - 08

## 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 2025.

**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 | 379 | 2 | 270 | 272 | Yes | | 270 | 71.2% |
| Parkway Elementary | PK - 05 | 444 | 2 | 302 | 304 | Yes | | 302 | 68.0% |
| Diamond Springs Elementary | PK - 01 | 467 | 2 | 309 | 311 | Yes | | 309 | 66.2% |
| Newtown Elementary | 02 - 04 | 399 | 5 | 259 | 264 | Yes | | 259 | 64.9% |
| Williams Elementary | 04 - 05 | 435 | | 263 | 263 | Yes | | 263 | 60.5% |
| Holland Elementary | PK - 05 | 451 | 1 | 263 | 264 | Yes | | 263 | 58.3% |
| College Park Elementary | PK - 05 | 493 | 1 | 276 | 277 | Yes | | 276 | 56.0% |
| Bayside Middle | 06 - 08 | 922 | 2 | 514 | 516 | Yes | | 514 | 55.7% |
| Lynnhaven Elementary | PK - 05 | 339 | 2 | 182 | 184 | Yes | | 182 | 53.7% |
| Green Run Elementary | KG - 05 | 343 | 1 | 184 | 185 | Yes | | 184 | 53.6% |
| Point O' View Elementary | KG - 05 | 713 | 3 | 379 | 382 | Yes | | 379 | 53.2% |
| Bayside Elementary | PK - 05 | 519 | 2 | 262 | 264 | Yes | | 262 | 50.5% |
| Corporate Landing Elementary | KG - 05 | 422 | | 203 | 203 | Yes | | 203 | 48.1% |
| Thalia Elementary | PK - 05 | 599 | | 283 | 283 | Yes | | 283 | 47.2% |
| Pembroke Elementary | KG - 05 | 535 | | 252 | 252 | Yes | | 252 | 47.1% |
| Luxford Elementary | PK - 05 | 481 | | 221 | 221 | Yes | | 221 | 45.9% |
| Bayside High | 09 - 12 | 1813 | | 833 | 833 | Yes | | 833 | 45.9% |
| Woodstock Elementary | KG - 05 | 692 | | 317 | 317 | Yes | | 317 | 45.8% |
| Rosemont Elementary | PK - 05 | 387 | | 175 | 175 | Yes | | 175 | 45.2% |
| Larkspur Middle | 06 - 08 | 1449 | | 653 | 653 | Yes | | 653 | 45.1% |
| Green Run High | 09 - 12 | 1336 | | 600 | 600 | Yes | | 600 | 44.9% |
| King's Grant Elementary | KG - 05 | 482 | | 210 | 210 | Yes | | 210 | 43.6% |
| Windsor Woods Elementary | PK - 05 | 484 | | 205 | 205 | Yes | | 205 | 42.4% |
| Birdneck Elementary | PK - 05 | 622 | | 255 | 255 | Yes | | 255 | 41.0% |
| Arrowhead Elementary | PK - 05 | 491 | | 201 | 201 | Yes | | 201 | 40.9% |
| Lynnhaven Middle | 06 - 08 | 669 | | 268 | 268 | Yes | | 268 | 40.1% |
| Brookwood Elementary | KG - 05 | 594 | | 236 | 236 | Yes | | 236 | 39.7% |
| Pembroke Meadows Elementary | PK - 05 | 495 | | 187 | 187 | Yes | | 187 | 37.8% |
| Brandon Middle | 06 - 08 | 1036 | | 389 | 389 | Yes | | 389 | 37.5% |
| Windsor Oaks Elementary | KG - 05 | 482 | | 180 | 180 | Yes | | 180 | 37.3% |
| Independence Middle | 06 - 08 | 1167 | | 433 | 433 | | | 433 | 37.1% |
| Malibu Elementary | PK - 05 | 398 | | 146 | 146 | Yes | | 146 | 36.7% |
| Virginia Beach Middle | 06 - 08 | 644 | | 231 | 231 | Yes | | 231 | 35.9% |
| Linkhorn Park Elementary | PK - 05 | 513 | | 183 | 183 | Yes | | 183 | 35.7% |
| Alanton Elementary | KG - 05 | 623 | | 220 | 220 | Yes | | 220 | 35.3% |
| Tallwood Elementary | PK - 05 | 600 | | 210 | 210 | | | 210 | 35.0% |
| W.T. Cooke Elementary | PK - 05 | 559 | | 195 | 195 | Yes | | 195 | 34.9% |
| Kempsville Meadows Elementary | PK - 05 | 453 | | 154 | 154 | | | 154 | 34.0% |
| Plaza Middle | 06 - 08 | 991 | | 334 | 334 | | | 334 | 33.7% |
| Corporate Landing Middle | 06 - 08 | 973 | | 324 | 324 | | | 324 | 33.3% |
| Glenwood Elementary | PK - 05 | 913 | | 304 | 304 | | | 304 | 33.3% |
| Tallwood High | 09 - 12 | 1780 | | 573 | 573 | | | 573 | 32.2% |
| Landstown Elementary | KG - 05 | 671 | | 215 | 215 | | | 215 | 32.0% |
| Kempsville High | 09 - 12 | 1943 | | 622 | 622 | | | 622 | 32.0% |
| Providence Elementary | PK - 05 | 554 | | 175 | 175 | | | 175 | 31.6% |
| Kempsville Middle | 06 - 08 | 716 | | 219 | 219 | | | 219 | 30.6% |
| Fairfield Elementary | KG - 05 | 474 | | 140 | 140 | | | 140 | 29.5% |
| Kempsville Elementary | PK - 05 | 518 | | 149 | 149 | | | 149 | 28.8% |
| Indian Lakes Elementary | PK - 05 | 505 | | 144 | 144 | | | 144 | 28.5% |
| Landstown Middle | 06 - 08 | 1232 | | 350 | 350 | | | 350 | 28.4% |
| Christopher Farms Elementary | PK - 05 | 610 | | 172 | 172 | | | 172 | 28.2% |
| First Colonial High | 09 - 12 | 1555 | | 419 | 419 | | | 419 | 26.9% |
| Landstown High | 09 - 12 | 2044 | | 545 | 545 | | | 545 | 26.7% |
| Princess Anne High | 09 - 12 | 1540 | | 386 | 386 | | | 386 | 25.1% |
| White Oaks Elementary | PK - 05 | 650 | | 157 | 157 | | | 157 | 24.2% |
| Salem Middle | 06 - 08 | 1058 | | 255 | 255 | | | 255 | 24.1% |
| Salem High | 09 - 12 | 1633 | | 368 | 368 | | | 368 | 22.5% |
| Rosemont Forest Elementary | KG - 05 | 500 | | 110 | 110 | | | 110 | 22.0% |
| Ocean Lakes High | 09 - 12 | 1755 | | 381 | 381 | | | 381 | 21.7% |
| Ocean Lakes Elementary | PK - 05 | 539 | | 112 | 112 | | | 112 | 20.8% |
| Salem Elementary | PK - 05 | 537 | | 110 | 110 | | | 110 | 20.5% |
| Hermitage Elementary | PK - 05 | 552 | | 113 | 113 | | | 113 | 20.5% |
| Centerville Elementary | KG - 05 | 559 | | 111 | 111 | | | 111 | 19.9% |
| Trantwood Elementary | PK - 05 | 559 | | 107 | 107 | | | 107 | 19.1% |
| Frank W. Cox High | 09 - 12 | 1524 | | 282 | 282 | | | 282 | 18.5% |

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

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Creeds Elementary | KG - 05 | 328 | | 57 | 57 | | | 57 | 17.4% |
| Great Neck Middle | 06 - 08 | 1017 | | 166 | 166 | | | 166 | 16.3% |
| Strawbridge Elementary | KG - 05 | 611 | | 94 | 94 | | | 94 | 15.4% |
| New Castle Elementary | KG - 05 | 724 | | 105 | 105 | | | 105 | 14.5% |
| North Landing Elementary | KG - 05 | 459 | | 65 | 65 | | | 65 | 14.2% |
| Thoroughgood Elementary | KG - 05 | 762 | | 99 | 99 | | | 99 | 13.0% |
| Shelton Park Elementary | PK - 05 | 405 | | 52 | 52 | | | 52 | 12.8% |
| Three Oaks Elementary | PK - 05 | 704 | | 83 | 83 | | | 83 | 11.8% |
| Floyd Kellam High | 09 - 12 | 1797 | | 192 | 192 | | | 192 | 10.7% |
| Red Mill Elementary | KG - 05 | 577 | | 60 | 60 | | | 60 | 10.4% |
| Old Donation School | 02 - 06 | 1355 | | 128 | 128 | | | 128 | 9.4% |
| Kingston Elementary | KG - 05 | 519 | | 49 | 49 | | | 49 | 9.4% |
| John B. Dey Elementary | KG - 05 | 759 | | 71 | 71 | | | 71 | 9.4% |
| Princess Anne Middle | 06 - 08 | 1333 | | 121 | 121 | | | 121 | 9.1% |
| Princess Anne Elementary | KG - 05 | 665 | | 57 | 57 | | | 57 | 8.6% |
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| | **Total** | **62,830** | **23** | **19,479** | **19,502** | | | **19,479** | |

| | |
|---|---|
| **Divisionwide Average** | **31.0%** |

## Grade Span Averages

| Grade Spans | Grade Span Average |
|---|---|
| PK - PK | |
| PK - KG | |
| PK - 01 | 66.2% |
| PK - 02 | |
| PK - 03 | |
| PK - 04 | |
| PK - 05 | 35.0% |
| PK - 06 | |
| PK - 07 | |
| PK - 08 | |
| PK - 12 | |
| KG - 01 | |
| KG - 02 | |
| KG - 03 | |
| KG - 04 | |
| KG - 05 | 28.6% |
| KG - 06 | |
| KG - 07 | |
| KG - 08 | |
| KG - 12 | |
| 01 - 05 | |
| 01 - 06 | |
| 01 - 07 | |
| 01 - 08 | |
| 02 - 04 | 64.9% |
| 02 - 05 | |
| 02 - 06 | 9.4% |
| 03 - 04 | |
| 03 - 05 | |
| 03 - 06 | |
| 03 - 07 | |
| 03 - 08 | |
| 04 - 05 | 60.5% |
| 04 - 06 | |
| 04 - 07 | |
| 04 - 08 | |
| 05 - 06 | |
| 05 - 07 | |
| 05 - 08 | |
| 06 - 06 | |
| 06 - 07 | |
| 06 - 08 | 32.2% |
| 06 - 12 | |
| 07 - 08 | |
| 07 - 09 | |
| 07 - 11 | |
| 07 - 12 | |
| 08 - 08 | |
| 08 - 09 | |
| 08 - 12 | |
| 09 - 10 | |
| 09 - 11 | |
| 09 - 12 | 27.8% |
| 10 - 12 | |
| 11 - 12 | |

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

| DIVISION LEVEL: IMPROVEMENT ACTIVITIES | | A | B |
|---|---|---|---|
| **Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.** | | | |
| **Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement** | | | 884,535.87 |
| **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 | | 3,239,476.35 |
| | (1000) Personnel Services - **Salary Differential** | | 1,165,232.78 |
| | (2000) Employee Benefits | | 844,812.28 |
| | (2000) Employee Benefits - **Differential** | | 1,056,433.81 |
| | (3000) Purchased/Contracted Services | | 1,253,670.92 |
| | (4000) Internal Services | | 30,000.00 |
| | (5000) Other Charges | | 467,202.63 |
| | (6000) Materials and Supplies | | 852,633.17 |
| | (8000) Capital Outlay | | 0.00 |
| **Initiatives** | | | |
| | Title I Early Childhood Budget (Personnel and Program) | | 1,807,163.00 |
| | Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services. | | 116,720.17 |
| | Additional Private School Funds | | 0.00 |
| | | | |
| **Parent and Family Engagement (Required if allocation is $500,000 or more)** | | | |
| | **Amount of school division allocation ESEA funds (from Page 2):** | 17,690,717.44 | |
| | 1 percent of allocation (This amount is calculated if school division receives $500,000 or more from Title I, Part A.) | 176,907.17 | 176,907.17 |
| | 90 percent of 1 percent must be used at the school level | 159,216.45 | |
| | 10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives | 17,690.72 | |
| | Additional Parent and Family Engagement Funds | 575,387.46 | |
| | Has the required parent and family engagement set aside been met? | **Yes** | |
| **Homeless (as necessary based on needs identified on homeless tab, question 2)** | | | 168,560.49 |
| **Foster Care (as necessary)** | | | 0.00 |
| **Neglected (as necessary)** | | | 3,100.00 |
| **School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)** | | | 11,757,300.23 |

# TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

**Low-Income Factor**
**35 percent and Above**

**A.**

Division's Title I Allocation : 17,690,717.44

Minus Set-Asides (if applicable): 11,757,300.23

Amount for Distribution to Schools: 5,933,417.21

Divisionwide Average From Low-Income Families 0.310027057

**B.**

***PER PUPIL EXPENDITURE CALCULATION**

**Step 1:**

5,933,417.21 (Amount for Distribution to Schools) / 3,463.00 (Low-Income Pupils in Public Schools Served) = 1,713.4 (Per Pupil Expenditure (PPE))

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) | (14) | (15) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| List of schools from highest poverty to lowest | Is School Served? **Yes or No** | Grade Span of School | Targeted Assistance School? **Yes or No** | Schoolwide Program School? **Yes or No** | Number of Title I, Part A School Level FTE Personnel Funded with 2025-2026 Funds | Number of Title I, Part A School Level FTE Paraprofessionals Funded with 2025-2026 Funds | Low-Income Private School Membership | Low-Income Public School Membership | Percent Low-Income | Minimum School Allocation | Distribution Balance: 5933417.21 from Box A | School Reallocation Amount | School Allocation Total | Adjusted PPE |
| **TOTALS** | | | | | **59.30** | **20.00** | **23.00** | **3,463.00** | | **5,933,417.21** | **5,933,417.21** | **0.00** | **5,933,417.21** | |
| **The totals in columns 6 & 7 applies to all school level personnel funded with Title I except for early childhood personnel included on line 23 above, and parent and family engagement personnel included on lines 28 and 31 above.** | | | | | | | | | | | **Balance to Reallocate** | | **0.00** | |
| Seatack Elementary an Achievable Dre | Yes | KG - 05 | No | Yes | 5.30 | 1.00 | 2 | 270 | 71.2% | 462,611.22 | 5,470,805.99 | | 462,611.22 | 1,713.37 |
| Parkway Elementary | Yes | PK - 05 | No | Yes | 4.80 | 2.00 | 2 | 302 | 68.0% | 517,439.21 | 4,953,366.78 | | 517,439.21 | 1,713.37 |
| Diamond Springs Elementary | Yes | PK - 01 | No | Yes | 4.80 | 1.00 | 2 | 309 | 66.2% | 529,432.84 | 4,423,933.94 | | 529,432.84 | 1,713.37 |
| Newtown Elementary | Yes | 02 - 04 | No | Yes | 5.00 | 2.00 | 5 | 259 | 64.9% | 443,764.09 | 3,980,169.85 | | 443,764.09 | 1,713.37 |
| Williams Elementary | Yes | 04 - 05 | No | Yes | 4.60 | 2.00 | 0 | 263 | 60.5% | 450,617.59 | 3,529,552.25 | | 450,617.59 | 1,713.37 |
| Holland Elementary | Yes | PK - 05 | No | Yes | 4.90 | 2.00 | 1 | 263 | 58.3% | 450,617.59 | 3,078,934.66 | | 450,617.59 | 1,713.37 |
| College Park Elementary | Yes | PK - 05 | No | Yes | 5.30 | 1.00 | 1 | 276 | 56.0% | 472,891.47 | 2,606,043.19 | | 472,891.47 | 1,713.37 |
| Bayside Middle | Yes | 06 - 08 | No | Yes | 8.00 | 4.00 | 2 | 514 | 55.7% | 880,674.69 | 1,725,368.50 | | 880,674.69 | 1,713.37 |
| Lynnhaven Elementary | Yes | PK - 05 | No | Yes | 3.50 | 1.00 | 2 | 182 | 53.7% | 311,834.23 | 1,413,534.28 | | 311,834.23 | 1,713.37 |
| Green Run Elementary | Yes | KG - 05 | No | Yes | 2.50 | 1.00 | 1 | 184 | 53.6% | 315,260.98 | 1,098,273.30 | | 315,260.98 | 1,713.37 |
| Point O' View Elementary | Yes | KG - 05 | No | Yes | 6.60 | 2.00 | 3 | 379 | 53.2% | 649,369.08 | 448,904.22 | | 649,369.08 | 1,713.37 |
| Bayside Elementary | Yes | PK - 05 | No | Yes | 4.00 | 1.00 | 2 | 262 | 50.5% | 448,904.22 | 0.00 | | 448,904.22 | 1,713.37 |
| Corporate Landing Elementary | | KG - 05 | | | | | | | 48.1% | 0.00 | 0.00 | | 0.00 | |
| Thalia Elementary | | PK - 05 | | | | | | | 47.2% | 0.00 | 0.00 | | 0.00 | |
| Pembroke Elementary | | KG - 05 | | | | | | | 47.1% | 0.00 | 0.00 | | 0.00 | |
| Luxford Elementary | | PK - 05 | | | | | | | 45.9% | 0.00 | 0.00 | | 0.00 | |
| Bayside High | | 09 - 12 | | | | | | | 45.9% | 0.00 | 0.00 | | 0.00 | |
| Woodstock Elementary | | KG - 05 | | | | | | | 45.8% | 0.00 | 0.00 | | 0.00 | |
| Rosemont Elementary | | PK - 05 | | | | | | | 45.2% | 0.00 | 0.00 | | 0.00 | |
| Larkspur Middle | | 06 - 08 | | | | | | | 45.1% | 0.00 | 0.00 | | 0.00 | |
| Green Run High | | 09 - 12 | | | | | | | 44.9% | 0.00 | 0.00 | | 0.00 | |
| King's Grant Elementary | | KG - 05 | | | | | | | 43.6% | 0.00 | 0.00 | | 0.00 | |
| Windsor Woods Elementary | | PK - 05 | | | | | | | 42.4% | 0.00 | 0.00 | | 0.00 | |
| Birdneck Elementary | | PK - 05 | | | | | | | 41.0% | 0.00 | 0.00 | | 0.00 | |
| Arrowhead Elementary | | PK - 05 | | | | | | | 40.9% | 0.00 | 0.00 | | 0.00 | |
| Lynnhaven Middle | | 06 - 08 | | | | | | | 40.1% | 0.00 | 0.00 | | 0.00 | |
| Brookwood Elementary | | KG - 05 | | | | | | | 39.7% | 0.00 | 0.00 | | 0.00 | |
| Pembroke Meadows Elementary | | PK - 05 | | | | | | | 37.8% | 0.00 | 0.00 | | 0.00 | |
| Brandon Middle | | 06 - 08 | | | | | | | 37.5% | 0.00 | 0.00 | | 0.00 | |
| Windsor Oaks Elementary | | KG - 05 | | | | | | | 37.3% | 0.00 | 0.00 | | 0.00 | |
| Independence Middle | | 06 - 08 | | | | | | | 37.1% | 0.00 | 0.00 | | 0.00 | |
| Malibu Elementary | | PK - 05 | | | | | | | 36.7% | 0.00 | 0.00 | | 0.00 | |
| Virginia Beach Middle | | 06 - 08 | | | | | | | 35.9% | 0.00 | 0.00 | | 0.00 | |
| Linkhorn Park Elementary | | PK - 05 | | | | | | | 35.7% | 0.00 | 0.00 | | 0.00 | |
| Alanton Elementary | | KG - 05 | | | | | | | 35.3% | 0.00 | 0.00 | | 0.00 | |
| Tallwood Elementary | | PK - 05 | | | | | | | 35.0% | 0.00 | 0.00 | | 0.00 | |
| W.T. Cooke Elementary | | PK - 05 | | | | | | | 34.9% | 0.00 | 0.00 | | 0.00 | |
| Kempsville Meadows Elementary | | PK - 05 | | | | | | | 34.0% | 0.00 | 0.00 | | 0.00 | |
| Plaza Middle | | 06 - 08 | | | | | | | 33.7% | 0.00 | 0.00 | | 0.00 | |
| Corporate Landing Middle | | 06 - 08 | | | | | | | 33.3% | 0.00 | 0.00 | | 0.00 | |
| Glenwood Elementary | | PK - 05 | | | | | | | 33.3% | 0.00 | 0.00 | | 0.00 | |
| Tallwood High | | 09 - 12 | | | | | | | 32.2% | 0.00 | 0.00 | | 0.00 | |
| Landstown Elementary | | KG - 05 | | | | | | | 32.0% | 0.00 | 0.00 | | 0.00 | |
| Kempsville High | | 09 - 12 | | | | | | | 32.0% | 0.00 | 0.00 | | 0.00 | |
| Providence Elementary | | PK - 05 | | | | | | | 31.6% | 0.00 | 0.00 | | 0.00 | |
| Kempsville Middle | | 06 - 08 | | | | | | | 30.6% | 0.00 | 0.00 | | 0.00 | |
| Fairfield Elementary | | KG - 05 | | | | | | | 29.5% | 0.00 | 0.00 | | 0.00 | |
| Kempsville Elementary | | PK - 05 | | | | | | | 28.8% | 0.00 | 0.00 | | 0.00 | |
| Indian Lakes Elementary | | PK - 05 | | | | | | | 28.5% | 0.00 | 0.00 | | 0.00 | |
| Landstown Middle | | 06 - 08 | | | | | | | 28.4% | 0.00 | 0.00 | | 0.00 | |
| Christopher Farms Elementary | | PK - 05 | | | | | | | 28.2% | 0.00 | 0.00 | | 0.00 | |
| First Colonial High | | 09 - 12 | | | | | | | 26.9% | 0.00 | 0.00 | | 0.00 | |
| Landstown High | | 09 - 12 | | | | | | | 26.7% | 0.00 | 0.00 | | 0.00 | |
| Princess Anne High | | 09 - 12 | | | | | | | 25.1% | 0.00 | 0.00 | | 0.00 | |
| White Oaks Elementary | | PK - 05 | | | | | | | 24.2% | 0.00 | 0.00 | | 0.00 | |
| Salem Middle | | 06 - 08 | | | | | | | 24.1% | 0.00 | 0.00 | | 0.00 | |
| Salem High | | 09 - 12 | | | | | | | 22.5% | 0.00 | 0.00 | | 0.00 | |
| Rosemont Forest Elementary | | KG - 05 | | | | | | | 22.0% | 0.00 | 0.00 | | 0.00 | |
| Ocean Lakes High | | 09 - 12 | | | | | | | 21.7% | 0.00 | 0.00 | | 0.00 | |
| Ocean Lakes Elementary | | PK - 05 | | | | | | | 20.8% | 0.00 | 0.00 | | 0.00 | |
| Salem Elementary | | PK - 05 | | | | | | | 20.5% | 0.00 | 0.00 | | 0.00 | |
| Hermitage Elementary | | PK - 05 | | | | | | | 20.5% | 0.00 | 0.00 | | 0.00 | |
| Centerville Elementary | | KG - 05 | | | | | | | 19.9% | 0.00 | 0.00 | | 0.00 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Trantwood Elementary | | PK - 05 | | | | | | | 19.1% | 0.00 | 0.00 | | 0.00 | |
| Frank W. Cox High | | 09 - 12 | | | | | | | 18.5% | 0.00 | 0.00 | | 0.00 | |
| Creeds Elementary | | KG - 05 | | | | | | | 17.4% | 0.00 | 0.00 | | 0.00 | |
| Great Neck Middle | | 06 - 08 | | | | | | | 16.3% | 0.00 | 0.00 | | 0.00 | |
| Strawbridge Elementary | | KG - 05 | | | | | | | 15.4% | 0.00 | 0.00 | | 0.00 | |
| New Castle Elementary | | KG - 05 | | | | | | | 14.5% | 0.00 | 0.00 | | 0.00 | |
| North Landing Elementary | | KG - 05 | | | | | | | 14.2% | 0.00 | 0.00 | | 0.00 | |
| Thoroughgood Elementary | | KG - 05 | | | | | | | 13.0% | 0.00 | 0.00 | | 0.00 | |
| Shelton Park Elementary | | PK - 05 | | | | | | | 12.8% | 0.00 | 0.00 | | 0.00 | |
| Three Oaks Elementary | | PK - 05 | | | | | | | 11.8% | 0.00 | 0.00 | | 0.00 | |
| Floyd Kellam High | | 09 - 12 | | | | | | | 10.7% | 0.00 | 0.00 | | 0.00 | |
| Red Mill Elementary | | KG - 05 | | | | | | | 10.4% | 0.00 | 0.00 | | 0.00 | |
| Old Donation School | | 02 - 06 | | | | | | | 9.4% | 0.00 | 0.00 | | 0.00 | |
| Kingston Elementary | | KG - 05 | | | | | | | 9.4% | 0.00 | 0.00 | | 0.00 | |
| John B. Dey Elementary | | KG - 05 | | | | | | | 9.4% | 0.00 | 0.00 | | 0.00 | |
| Princess Anne Middle | | 06 - 08 | | | | | | | 9.1% | 0.00 | 0.00 | | 0.00 | |
| Princess Anne Elementary | | KG - 05 | | | | | | | 8.6% | 0.00 | 0.00 | | 0.00 | |
| | | | | | | | | | 0.0% | 0.00 | 0.00 | | 0.00 | |
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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). The division is required to maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private schools.

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

[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 were notified of the availability of equitable services funded by Title I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

| | | | |
|---|---|---|---|
| [ ] | Regular Mail | [X] | Certified Mail |
| [X] | Telephone Calls | [X] | Meetings |
| [ ] | Visits to the Private School | [X] | Other (Please specify) Emails |

3. Number of Public School Low-Income Children in Title I Schools: 3,463.00

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones: 23

5. Percentage used to determine proportionate share for equitable services.: 0.0065978

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

| | |
|---|---|
| a. Total Title I, Part A Allocation | 17,690,717.44 |
| b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income | 116,720.17 |
| 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 | 1,167.20 |
| 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 | **116,720.17** |
| 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** |

## CALCULATION OF SET-ASIDES

8. Complete the chart below for the initial submission of the application:
   - 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 2025-2026 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.

   Complete columns G through I no earlier than 15 months after the beginning of the grant award period and after consultation with private school officials regarding the release of funds.
   - If funds will be released choose Yes in Column G.
   - In Column H, enter the amount of funds released back to public schools.
   - Column I will automatically populate after the release of funds are typed in column H.
   - Column J enter the date the release of obligation was approved.

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| **Private Schools** | **Participation Status for 2025-2026 Award Year? (Yes/No)** | **Number of Low-Income Private School Students that Reside in Title I Attendance Zones** | **Number of Participating Children in Academic Need** | **Description of Services** | **Amount of Funding Obligated to Support Eligible Students** | **Release of Obligation? (Yes/No)** | **Amount of Funds Released** | **New Set Aside Amount from the 2025-2026 Budget** | **Date the Release of Obligation was Approved** |
| Enoch Christian Academy | Yes | 1 | 1 | Tutoring and Family Engagement Supplies | 5,074.79 | | | | |
| Norfolk Christian Academy-VA Campus | Yes | 3 | 6 | Tutoring and Family Engagement Supplies | 15,224.37 | | | | |
| St. Gregory the Great Catholic School | Yes | 11 | 14 | Tutoring and Family Engagement Supplies | 55,822.69 | | | | |
| Star of the Sea Catholic School | Yes | 2 | 2 | Tutoring and Family Engagement Supplies | 10,149.58 | | | | |
| Norfolk Christian Academy-Norfolk Campus | Yes | 2 | 4 | Tutoring and Family Engagement Supplies | 10,149.58 | | | | |
| Ready Academy Christian School | Yes | 2 | 2 | Tutoring and Family Engagement Supplies | 10,149.58 | | | | |
| Ryan Academy | Yes | 1 | 1 | Tutoring and Family Engagement Supplies | 5,074.79 | | | | |
| St. Pius X Catholic School | Yes | 1 | 2 | Tutoring and Family Engagement Supplies | 5,074.79 | | | | |
| **Total Identified Students** | | **23** | **32** | | **116,720.17** | **Release of Obligation Amounts** | | **0.00** | |

## CALCULATION OF SET-ASIDES (CONTINUED)

9. Identify the private schools with students that reside in Title I attendance zones that have chosen not to participate in equitable services. If consultation occurred with more than 10 private schools who have declined services, it is not required to write the names of each private school. Write a general statement indicating that meaningful and timely consultation has occurred, including that documentation has been submitted to the ESEA Ombudsman.

Meaningful and timely consultation has occurred and documentation has been submitted to the ESEA Ombudsman.

## 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 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 Office of Family and Community Engagement 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 are selected to implement. The schools include goals, action steps, and intermediate measures for progress monitoring. Currently, VBCPS does have five schools identified for federal Targeted Support & Improvement Status (Landstown ES, Luxford ES, Parkway ES, Woodstock ES and Larkspur MS). |

## 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. |

Virginia Beach City Public Schools did not skip any schools. It is important to note that Bayside Sixth Grade Campus will no longer be a school for the 2025-2026 school year. Their student enrollment will attend Bayside Middle School making it a grades 6-8 campus. Per VDOE guidance, we have combined enrollment and low income student numbers for both schools and that is what is reflected in this application for Bayside Middle School.

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). |

## X. NEGLECTED CHILDREN AND YOUTH

**All school divisions must complete this page.**

| | |
|---|---|
| **LEA Neglected Facility Contact** | James Miller |
| **Email Address** | James.Miller@vbschools.com |
| **Phone Number** | (757)-648-6000 |

6 Total number of children and youth who are identified as neglected (year-to-date) for **2024-2025** 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.**

Provide the name of any residential neglected facilities that will participate in the Title I, Part A neglected set-aside for the 2025-2026 school year and the number of students that will receive services ages 5-21.

| Neglected Facility Name | Number of Students that Received Services Ages 5-21 (2024-2025) | Contact Name from the Neglected Facility | Location of Educational Services | Contact Number and Email |
|---|---|---|---|---|
| Seton Youth Shelter (Girls) | 11 | David E. Mount | Local Neglected Facility | 757-498-4357/ dmount@setonyouthservices.org |
| Seton Youth Shelter (Boys) | 5 | David E. Mount | Local Neglected Facility | 757-498-4357/ dmount@setonyouthservices.org |
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**16** Number of neglected students served for the current school year (**2025-2026**)

## 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 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 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 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:<br>a. Describe the facility and/or population that will be served.<br>b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.<br>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 social, academic and life skills. Academic and citizenship remediation materials and resources to support learning experiences are areas 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.

| 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 regularly collaborate with the staff of 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. Some 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. Many 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 to the neglected facilities staff. 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' Richardson, Title I Specialist, at Gueringe.Richardson@doe.virginia.gov or at (804) 750-8146.

## 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

**145** Total number of children and youth identified as foster care child (45 CFR 1355.20) in the school division (year-to-date) for the **2024-2025** 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

**706** Total number of children and youth identified as homeless in the school division (year-to-date) for **2024-2025** 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 is 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 2025-2026. 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 2024-2025 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 the Anchor Club. Transportation costs are also supplemented by Title I, Part A.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:
a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

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

## Z. EARLY CHILDHOOD PROGRAM (if applicable)

| | | | | |
|---|---|---|---|---|
| Number of Participating Students: | 119 | | | |
| Number of Eligible Students on Waiting List: | | | | |
| Number of Participating Schools or Centers: | 36 | | | |
| 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:<br>• 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 and staff; Pre-K office associate: support in the purchasing, application process, and other administrative/clerical tasks for the Pre-K program; project support staff: support in oversight and completion of the Pre-K application process and instructional support and coordination | | | |
| 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 support with 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, family engagement events and resources, 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: | 56 | | | |
| Title I Early Childhood Budget (Personnel and Program): | 1,807,163.00 | | | |
| 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** | | | |
| School Year Title I, Part A, Early Childhood First Established: FY | 2016-2017 | | | |
| Length of the Program Day (type X to left of selection): | | Half Day | X | Full Day |
| Curriculum: | | | | |
| Primary Curriculum | STREAMin3 | | | |
| Secondary Curriculum ( if applicable) | | | | |
| Test/Evaluation Design: | | | | |
| Primary Test | Virginia Kindergarten Readiness Program (VKRP)-VALLS, EMAS, CBRS | | | |
| Secondary Test ( if applicable) | | | | |
| Other Early Childhood Programs with which Title I is collaborating: | X | Virginia Preschool Initiative | X | Head Start |
| | X | Early Childhood Special Education | | |
| | | Others (specify) | | |
| Students Must Be: | 4 Age | by | 9/30/2025 Date | |

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

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

Virginia Beach City Public Schools receives Virginia Preschool Initiative (VPI) state funding to support our early childhood program. Title I funds are braided with state and local funds to offer a meaningful early childhood program to PreK students. The Department of Teaching and Learning Pre-K leadership team works to develop a division plan for the Pre-K program. Students are selected for the program using the eligibility criteria for VPI. Families are invited to family engagement events to learn strategies to support learning in the home setting as well as to learn about various community resources and how they may support their child at home. Regular communication with families is provided through online platforms as well as in hard copies/handbooks. The Pre-K instructional specialist and resource instructional coaches 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, family engagement, etc. The Pre-K 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, work with their child over the summer to prepare for effective transitions into kindergarten, and connect with schools for transition events hosted to support incoming kindergarten students.
1000 - $976,127.49 2000 - $335,897.24 3000 - $41,500.00 4000 - $0.00 5000 - $13,500.00 6000 - $440,138.27 8000 - $0.00

## Z. EARLY CHILDHOOD PROGRAM (CONTINUED)

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

**List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs**

| School or Early Childhood Center Name | Principal Name and Address | Eligible Title I School Zone(s) Served | Number of Title I Funded Teachers | Number of Title I Funded Paraprofessionals |
|---|---|---|---|---|
| Arrowhead Elementary | Lisa Riley - 5549 Susquehanna Drive; Virginia Beach, VA 23462 | Point O'View Elementary | | |
| Hermitage Elementary | Angie Munari - 1701 Pleasure House Road; Virginia Beach, VA 23455 | Bayside Elementary; Diamond Springs Elementary | | |
| Birdneck Elementary | Karla Young - 957 S. Birdneck Road; Virginia Beach, VA 23451 | Seatack Elementary | | |
| Christopher Farms Elementary | Dr. Joshua Ringling - 2828 Pleasant Acres Drive, Virginia Beach, VA 23453 | Holland Elementary; Green Run Elementary | | |
| College Park Elementary/Indian Lakes Elementary | Beach, VA 23464; Dexter Warren - 1240 Homestead Drive, Virginia Beach, VA 23464 | College Park Elementary | | |
| Cooke Elementary | Dr. Kelly Padilla - 1501 Mediterranean Avenue; Virginia Beach, VA 23451 | Seatack Elementary | | |
| Diamond Springs Elementary | Brandon Lugo - 5225 Learning Circle; Virginia Beach, VA 23462 | Diamond Springs Elementary | | |
| Glenwood Elementary/Tallwood Elementary | Beach, VA 23464; Lisa Suter - 2025 Kempsville Road, Virginia Beach, VA 23464 | College Park Elementary | | |
| Holland Elementary/Green Run Elementary | Beach, VA 23452; Dr. Shelia Wynn - 1200 Green Garden Circle, Virginia Beach, VA 23453 | Holland Elementary; Green Run Elementary | | |
| Kempsville Elementary/ Point O'View Elementary | Beach, VA 23464; Dr. Ryan Goldburg - 5400 Parliament Drive, Virginia Beach, VA 23462 | Point O'View Elementary | | |
| Kempsville Meadows Elementary | Krista Markert - 736 Edwin Drive Virginia Beach, VA 23462 | Point O'View Elementary | | |
| Linkhorn Park Elementary | Jennifer Freeman - 977 First Colonial Road, Virginia Beach, VA 23454 | Lynnhaven Elementary, Seatack Elementary | | |
| Luxford Elementary | Allison Jordan - 4808 Haygood Road; Virginia Beach, VA 23455 | Diamond Springs Elementary | | |
| Lynnhaven Elementary/ Brookwood Elementary | Beach, VA 23452; Laura Celntano - 601 S.Lynnhaven Road; Virginia Beach, VA 23452 | Lynnhaven Elementary | | |
| Malibu Elementary | Courtney Scarcelli - 3632 Edinburgh Drive; Virginia Beach, VA 23452 | Lynnhaven Elementary | | |
| Ocean Lakes Elementary | Lori Gross - 1616 Upton Drive, Virginia Beach, VA 23454 | Seatack Elementary | | |
| Parkway Elementary/ Landstown Elementary | Beach, VA 23453; Ashley Godfey - 2212 Recreation Drive, Virginia Beach, VA 23456 | Parkway Elementary; Green Run Elementary | | |
| Pembroke Meadows Elementary | Krista Clark - 820 Cathedral Drive; Virginia Beach, VA 23455 | Diamond Springs Elementary | | |
| Providence Elementary/ Fairfield Elementary | Beach, VA 23464; Amy Hedricks - 5428 Providence Rd.; Virginia Beach, VA 23464 | College Park Elementary | | |
| Rosemont Elementary | Brittany Church-Green - 1257 Rosemont Road; Virginia Beach, VA 23453 | Holland 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 | Lynnhaven Elementary | | |
| Three Oaks Elementary | Kathleen Scarborough- 2201 Elson Green Avenue; Virginia Beach, VA 23456 | Seatack Elementary | | |
| Trantwood Elementary | Sean Holleran - 2344 Inlynnview Road; Virginia Beach, VA 23454 | Seatack Elementary | | |
| White Oaks Elementary | Danielle Williams - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462 | Parkway Elementary | | |
| Windsor Woods Elementary; Windsor Oaks Elementary | Virginia Beach, VA 23452; Mollie Lewis - 3800 Van Buren Drive, Virginia Beach, VA 23452 | Lynnhaven Elementary | | |
| Williams Elementary | Matt Orebaugh - 892 Newtown Road; Virginia Beach, VA 23462 | Diamond Springs Elementary | | |

## EXPENDITURE ACCOUNT DESCRIPTIONS

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

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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.

## 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).

Place an "X" by the applicable

X Original

Revision :
Revision #
Date:
Explain

Amendment:
Amendment #
Date:
Explain

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

## A. COVER PAGE

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

**2025-2026**
**Individual Program Application**

**Due by July 01, 2025**

*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 05/27/25 .

| | |
|---|---|
| Superintendent's Signature | Board Chairperson's Signature |
| Donald E. Robertson Jr., Ph.D. | Kathleen Brown |
| Superintendent's Name | Board Chairperson's Name |
| 05/27/25 | 05/27/25 |
| Date | Date |

**Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 01, 2025.**
**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

| 2024-2025 Allocation | 2024-2025 Consolidated | Eligible Program | 2025-2026 Allocation Total |
|---|---|---|---|
| **181,805.07** | No | Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk | 181,805.07 |
| | | Title II, Part A Transferability | 0.00 |
| | | Title IV, Part A Transferability | 0.00 |
| | | **Total Allocation Available for Title V, Part B, Subpart 2** | **181,805.07** |

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

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

Program stakeholders are regularly consulted to determine supplemental materials and services to be used to support programs for at risk students enrolled at RA. 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. After completion of an Intent to Participate Form, the delinquent facility and at-risk programs complete a multi question Needs Assessment Form. This form, which is the basis of the Needs Assessment Meeting held with the delinquent facility and at-risk programs, identifies the population served, student achievement needs bases on specific data points, the process for identifying student needs, and potential activities or expenditures that could be supported by Title I, Part D, Subpart 2 funds. During the Needs Assessment Meeting, collaboration occurs between the delinquent facility and at-risk programs which allows for a discussion regarding potential expenditures within the framework of the grant. Following the Needs Assessment meeting, the budget for the Title I, Part D, Subpart 2 grant is developed with an emphasis on those needs determined during the meeting. 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 throughout the grant period, the needs assessments for these programs are updated in order to best provide for the needs of the students and residents being served by the grant.

## C. COORDINATION OF SERVICES

Describe the partnerships within your division between this program and other federal, state and/or local programs in the delivery of services to the targeted 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.E, 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 economically disadvantaged students with AP and IB testing fees, and supports graduation labs at targeted 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.

## D. DELINQUENT FACILITY PARTICIPATION

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

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

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

2. Complete the chart below:
   - In column A, list of the residential delinquent facilities in the school division.
   - In column B, indicate the participation status of the delinquent facility for the 2025-2026 school year.
   - In column C, enter the number of students reported by the facility in the 2025 October Count of Neglected and Delinquent students (ages 5-17).
   - In column E, choose the location of academic services from the pull down menu.

| Delinquent Facilities | Participation Status for the 2025-2026 School Year (Yes or No) | Number of Students Reported in the 2025 October Count (Ages 5-17) | Number of Students Currently Living in the Facility (Ages 5-21) | Locations of Academic Services (Facility or School Division) |
|---|---|---|---|---|
| Commonwealth Challenge | No | 43 | 34 | Facility |
| Crisis Intervention Home | Yes | 6 | 9 | School Division |
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## D. DELINQUENT FACILITY PARTICIPATION (CONTINUED)

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

| Name of At-Risk Program | Program Description | Number of Students Served |
|---|---|---|
| Renaissance Academy Student Support Specialist Program | Support Program | 216 |
| Renaissance Academy Individual Student Alternative Education Plan Program | Dropout Prevention Program | 39 |
| Renaissance Academy Substance Abuse Intervention Plan Program | Dropout Prevention Program | 277 |
| Renaissance Academy Young Parents Program | Dropout Prevention Program | 0 |
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## 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: | Christi Berry |
| Address: | 811 13th Street | City/Zip Code: | Virginia Beach, VA 23451 |
| Phone (ext): | 757-488-9161 | E-mail: | cberry@tyscommission.org |

Indicate type of facility: [X] Residential [ ] Local Correctional Facillity [ ] At-Risk Program

Identify students served: [X] Delinquent [ ] Neglected [ ] At-Risk

1. **Program Description** - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds. 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.

## 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.

## 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.

| | |
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| 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.

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| 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.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 1

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| 10. | **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. |

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

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| 11. | **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs.** |

Crisis Intervention Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Crisis Intervention Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Crisis Intervention Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.

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| 12. | **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. |

Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally, a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

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| 13. | **Individualized Education Program -** Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need. |

Delinquent students residing at Crisis Intervention Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 1

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| 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.

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| 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.

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| 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.

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| 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, which allows residents, while under supervision, to access coursework, online resources, and assessment tools.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 1

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| 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<br>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;<br>b. the steps taken to ensure data quality; and<br>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.

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| 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 Facillity [X] At-Risk Program

Identify students served: [X] Delinquent [X] Neglected [X] At-Risk

## E PROGRAM OVERVIEW (CONTINUED)

### Section 2

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| 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.).<br><br>2. Explain how the instructional program is supported through evidence-based practices. |

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

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

N/A

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

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

## 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 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 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.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 2

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| 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. |

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.

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| 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. |

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.

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| 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. |

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.

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| 10. | **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. |

Interruption for students participating in Workforce Investment Act– CTE Federal Perkins career/vocational preparation programs prior to detention is minimal. A re-enrollment plan is developed for students detained more than 29 days. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally, the ISAEP program provides career exploration opportunities and application of academic learning in the business world. The ISAEP program receives grant funding from the Virginia Department of Education's Office of Career, Technical, and Adult Education.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 2

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| 11. | **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs.** |

N/A

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| 12. | **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. |

The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the 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.

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| 13. | **Individualized Education Program -** Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need. |

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.

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| 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. |

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.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 2

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.

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.

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.

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 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.

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.

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.

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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

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|---|---|
| | 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,

| | | | |
|---|---|---|---|
| Facility Name: | | Contact Person: | |
| Address: | | City/Zip Code: | |
| Phone (ext): | | E-mail: | |

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

Identify students served: Delinquent Neglected At-Risk

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

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|---|---|
| 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. |
| | |

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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|---|---|
| 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. |

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|---|---|
| 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:<br>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;<br>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<br>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. |

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

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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| 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. |
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| 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. |
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| 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. |
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| 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. |
| | |

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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|---|---|
| 10. | **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. |

| | |
|---|---|
| 11. | **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs**. |

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|---|---|
| 12. | **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. |

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|---|---|
| 13. | **Individualized Education Program -** Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need. |

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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|---|---|
| 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. |

| | |
|---|---|
| 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. |

| | |
|---|---|
| 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. |

| | |
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| 17. | **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school. |

## E PROGRAM OVERVIEW (CONTINUED)

### Section 3

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|---|---|
| 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<br>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;<br>b. the steps taken to ensure data quality; and<br>c. how the data is being used to track performance and make program improvements. |
| | |

## 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 2025-2026 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 2025-2026, 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 2023-24 school year, 110 students sought ISAEP services as an alternative to dropping out of school; 47 students qualified for program enrollment; of the 30 ISAEP students who took the complete test, 30 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 2025-2026, 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 2023-2024, there were 3 long-term residents at the delinquent facilities. Of those long-term residents, only one participated in pre-and post-testing and the data showed no change in grade level comprehension for reading. Strategies are being implemented to utilize more frequent follow-up testing based on guidance from the 2023-2024 Consolidated State Performance Report (CSPR), rather than waiting to post-test residents following the minimum long-term days requirement.

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 2025-2026**
**Award: S010A250046**
**Project Code: APE42935**

**Allocation: 181,805.07**

| OBJECT CODE | EXPENDITURE | AMOUNT BUDGETED | FTEs | DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET |
|---|---|---|---|---|
| 1000 - Personnel Services | Non Set-Aside | 128,552.57 | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Personnel Services** | **128,552.57** | | Yes |
| 2000 - Employee Benefits | Non Set-Aside | 41,715.27 | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Employee Benefits** | **41,715.27** | | Yes |
| 3000 - Purchased/ Contracted Services | Non Set-Aside | 6,590.00 | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Purchased/Contracted Services** | **6,590.00** | | 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 | 4,599.86 | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Other Charges** | **4,599.86** | | Yes |
| 6000 - Materials and Supplies | Non Set-Aside | 347.37 | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Materials and Supplies** | **347.37** | | Yes |
| 8000 - Capital Outlay | Non Set-Aside | | | |
| | Set-Aside | | | |
| | Private School Set-Aside | | | |
| | **Total Capital Outlay** | **0.00** | | Yes |
| | **TOTAL BUDGET** | **181,805.07** | | |
| | **DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?** | Yes | | **Difference** -

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

## H. DETAILED BUDGET BREAKDOWN

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

**Does the Detailed Budget Breakdown Match the Total Allocation?** Yes

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Other $128,552.57

Temporary Employment Agreement with health benefits for support services (Student Support Specialist) for re-enrollment of students assigned to delinquent facilities within Virginia Beach, as well as those assigned to the Adult Learning Center and Renaissance Academy ($53,160.96; approximately 1,536 hours @ $34.61/hour); Temporary Employment Agreement with health benefits for general assistant assigned to the Individual Student Alternative Education Plan (ISAEP) program ($24,722.57; 1,464 hours @ $16.887/hour); Temporary Employment Agreement with health benefits for instructional personnel to support the ISAEP program ($50,669.04; approximately 1,464 hours total @ $34.61/hour)

| Item Description | Measurable Objective | Applicable Program | FTEs | Total Cost |
|---|---|---|---|---|
| Temporary Employment Agreement for support services (Student Support Specialist) | 1,3 | Delinquent Facilities / At-Risk Programs | | 53,160.96 |
| for re-enrollment of students housed in delinquent facilities and/or assigned to Adult | | | | |
| Learning Center and Renaissance Academy | | | | |
| Temporary Employment Agreement for general assistant assigned to ISAEP Program | 2 | At-Risk Programs | | 24,722.57 |
| Temporary Employment Agreement for one additional instructional personnel to | 2 | At-Risk Programs | | 50,669.04 |
| support ISAEP Program | | | | |
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| | | Total for Object Code: | 0.00 | 128,552.57 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Fixed Charges $41,715.27

$ 9,834.27 FICA – employer's portion of Social Security/Medicare @ 7.65%

$ 31,881.00 Health – employer's portion of health insurance coverage @ $10,627.00 per qualifying TEA (3)

| Item Description | Measurable Objective | Applicable Program | Total Cost |
|---|---|---|---|
| FICA - Employer's portion of Social Security / Medicare @ 7.65% | 1,2,3 | Delinquent / At-Risk | 9,834.27 |
| Health - Employer's portion of health insurance coverage @10,627.00 per qualifying TEA (3) | 1,2,3 | Delinquent / At-Risk | 31,881.00 |
| | | Total for Object Code: | 41,715.27 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description of expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

Other $6,590.00

VBCPS will acquire web-based technological services that will support student achievement initiatives. Neglected and delinquent students housed in delinquent facilities in grades 6-12 will benefit from the expanded educational options available through online instructional programs and will allow for pre- and post-testing of math and reading scores to determine student achievement. Instructional workshops acquired through private vendors related to STEAM education - science, technology, engineering, arts, and mathematics - and financial literacy provided to residents of delinquent facilities. Workshops align with the measurable objective of increasing residents' mathematics scores.

| Item Description | Measurable Objective | Applicable Program | Total Cost |
|---|---|---|---|
| Contracts to provide online instruction and resources to students at delinquent facilities | 3 | Delinquent Facilities | 1,895.00 |
| Services from outside vendors to provide instructional workshops for students in delinquent facilities | 3 | Delinquent Facilities | 2,800.00 |
| Contracts to provide online instruction and resources to students enrolled in at-risk programs | 2 | At-Risk Programs | 1,895.00 |
| | | Total for Object Code: | 6,590.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Includes expenditures that support the program, including staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Indirect Cost $4,599.86
Indirect Cost associated with LEA administration of federal grants; restricted rate, 2.7% for FY26

| Item Description | Measurable Objective | Applicable Program | Total Cost |
|---|---|---|---|
| Indirect Cost @ 2.7% for FY26 | 1,2 | At-Risk Programs | 4,599.86 |
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| | | Total for Object Code: | 4,599.86 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

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

Instructional $347.37

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

| Item Description | Measurable Objective | Applicable Program | Quantity | Total Cost |
|---|---|---|---|---|
| Instructional materials and supplies for students residing in delinquent facilities | 3 | Delinquent Facilities | | 250.00 |
| Instructional materials and supplies for students enrolled in at-risk programs at | 1,2 | At-Risk Programs | | 97.37 |
| Renaissance Academy | | | | |
| | | | Total for Object Code: | 347.37 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

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

## I. BUDGET SUMMARY

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

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

| | | Title II, Part A, Transferability<br>Award S367A250044<br>Project Code APE60015 | | Title IV, Part A, Transferability<br>Award S424A250048<br>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** | **-** |

## J. DETAILED BUDGET BREAKDOWN

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

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

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description of expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Includes expenditures that support the program, including staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

| Item Description | Measurable Objective | Applicable Program | Funding Source | Quantity | Total Cost |
|---|---|---|---|---|---|
| | | | | | |
| | | | | Total for Object Code: | 0.00 |

## K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

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

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.

## EXPENDITURE ACCOUNT DESCRIPTIONS

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

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).
**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Capital Outlay Replacement**

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

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

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

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

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

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

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

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

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

## GENERAL ASSURANCES

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

**The school division/grantee assures:**

I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;

III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;

IV. It will adopt and use proper methods of administering each program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in
    Section 8501. Private School Children;
    Section 8502. Bypass; and
    Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;

D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and

VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## PROGRAM SPECIFIC ASSURANCES

**The school division/grantee assures:**

I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;

II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:

III. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:

A. maintain and improve educational achievement;

B. accrue school credits that meet state requirements for grade promotion and secondary school graduation;

C. make the transition to a regular program or other education program operated by a local educational agency;

D. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

E. participate, as appropriate, in postsecondary education and job training programs.

Place a "Checkmark" by the applicable response.

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| X | Original |
| | Revision: |
| | Revision # |
| | Date: |
| | Explain |
| | Amendment: |
| | Amendment # |
| | Date: |
| | Explain |

**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

**2025-2026**
**Individual Program Application**

**Due by July 01, 2025**

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

| To be Completed by School Division | | | | |
|---|---|---|---|---|
| Applicant (Legal Name of Agency): | 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: | |
| | Email: | | | |
| 2512 George Mason Drive | 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 27, 2025** .

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| Superintendent's Signature | Board Chairperson's Signature |
| **Donald E. Robertson, Jr., Ph.D.** | **Kathleen Brown** |
| Superintendent's Name | Board Chairperson's Name |
| **May 27, 2025** | **May 27, 2025** |
| Date | Date |

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.**

**Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

## APPLICATION INFORMATION

| 2024-2025 Allocation | 2024-2025 Consolidated | ELIGIBLE PROGRAM | 2025-2026 Allocation Total |
|---|---|---|---|
| **2,123,959.30** | No | Title II, Part A, Supporting Effective Instruction | 2,123,959.30 |
| | | Transferability (funds transferred out of Title IIA) | 0.00 |
| | | **Total Allocation Available for Title II, Part A** | **2,123,959.30** |

## 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:** | | **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 (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. | **STAKEHOLDER ENGAGEMENT:** 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 improve the skills of teachers and principals and ensure implementation of quality instruction in core academic subjects 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) lead a review of a variety of data 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, VALLSS, NWEA MAP Reading/Math 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 Opportunity and Achievement (OOA) and the office of Planning, Innovation, and Accountability (PIA) work collaboratively to outline division and school needs during an initial needs assessment meeting. The team meets two additional times to monitor progress and continue the needs assessment

| 1b. | **NEEDS ASSESSMENT:** Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's 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 2025-26 and 2026-2027 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. As indicated in the stakeholder engagement section, stakeholders meet to complete a needs assessment. An analysis of each school's performance, using indicated assessments as well as formative data, is conducted. Identified needs and current resources enable 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

| 2. | **USE OF DATA:** Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the **2024** application. |
|---|---|

VBCPS Departments of School Leadership (DOSL), Planning, Innovation and Accountability (PIA), Professional Growth and Innovation (PGI) 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 examine the impact of effective instructional practices and PL. Two out of the three schools receiving support through the use of coaches funded through Title II to support reading met goal 1 (75% pass rate on the reading assessment). 12 out of the 19 schools receiving support through coaches funded through Title II to support math met goal 1 (70% pass rate on the math assessment). Regarding goal 2, all three of the schools receiving Title II funds to support reading did not meet the goal of 85% of students in the low and moderate bands of risk. The three schools met 75% of students in the low or moderate band of risk. We implemented a pilot and therefore, this was a baseline year for this assessment. Performance gaps existed in Fall 2024 VALLSS and continue to be an area of focus. The VLA will expand to 4-8 during the 25-26 school year. We will collect data this year and use data to determine

professional learning and coaching to support teachers in building their professional knowledge and improve their capacity of instructional planning, instructional delivery and assessment of and for learning components of the teacher evaluation system. Additionally, VDOE math quick checks, data informed collaboration agendas, curriculum development, coaching and PL will be used to enhance content knowledge, teacher effectiveness and increase student achievement in numeracy as noted based on components of the teacher evaluation system. Learning walks with administrators, coaches and DTAL/DOSL are conducted to qualitatively monitor the transfer of PL into teacher practices and ultimately student achievement. 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 data is also collected annually to inform our coaching goals and ensure we are

## B. PROGRAM OVERVIEW (CONTINUED)

| | |
|---|---|
| 3. | **TEACHER QUALITY:** Describe results of the **2024-2025** 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)) |

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 all 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 2024-2025 report, 1.0% of teachers are serving in a placement for which they are not endorsed or licensed, and 7.6% are serving with provisional licenses. The Department of Human Resources works in collaboration with teachers and administrators to send them updates with information on the requirements that need to be met to be licensed and endorsed in the position they serve. VBCPS offers a multitude of professional learning opportunities to all staff members, including Title II coaches.

| | |
|---|---|
| 4. | **PRIORITIZING FUNDS:** Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted 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)) |

VBCPS works collaboratively across several offices to determine the needs of all schools and specifically identifies 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, decisions are made regarding which schools are in need of comprehensive support and improvement activities and 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 is 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 five schools identified for federal Targeted Support & Improvement Status (Landstown ES, Luxford ES, Parkway ES, Woodstock ES and Larkspur MS). This information will be considered when decisions are made regarding coaching support funded through Title II.

## B. PROGRAM OVERVIEW (CONTINUED)

5. **ALIGNMENT TO STANDARDS:** 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))

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 facilitate professional learning communities with a focus on ensuring educators know and understand the new math and ELA standards of learning and new resources provided by the VDOE to support high-quality, evidence-based instruction. Coaches use multiple coaching strategies (e.g., co-teaching, presentations creating a video library of coaches modeling small group instruction, co-planning and implementing coaching cycles). DTAL participates in state SOL committees as well to ensure they are informed of any changes in assessment and SOL revisions to ensure the coaching and curriculum documents we develop align to the expectations of the state in addition to the teacher performance standards. VBCPS developed a coaching profile which will be utilized as part of the instructional coaches' evaluation to align their practices to meet state academic standards.

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

6. **PROFESSIONAL GROWTH:** Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

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 math/reading best practice, social-emotional learning, and differentiation to meet the needs of all learners. 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.

## B. PROGRAM OVERVIEW (CONTINUED)

7. **PROFESSIONAL DEVELOPMENT**: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in 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 the 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 administrators as well as to enhance 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 monitor 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 effective practices are used to meet student needs is the goal of instructional coaching in VBCPS. By building teacher capacity, we also retain high quality teachers.

8. **PROFESSIONAL DEVELOPMENT**: If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. 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 2025-26 and 2026-27 school years. 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. 21 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. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based 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

## 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 professional learning for local funded staff: Title I, Part A, and Title II, Part A, to collaborate and share instructional practices. Our division provided Language Essentials for Teachers of Reading and Spelling training (LETRS Vol. 1 and 2) to all literacy leaders and Title II reading coaches, which earned the International Dyslexia Association's Accreditation. Additionally, all coaches will complete the VDOE/VLA required evidence-based literacy instruction (EBLI) modules/courses. 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 aligned to the concrete-representational-abstract math model and how to engage students in collaborative discourse about mathematical processes. They, in turn, 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 to support all young mathematicians and identify their misconceptions to build conceptual understanding to support rigorous math coursework. Our PGI office has provided ongoing professional learning and resources to schools to support meeting the social, emotional, and academic needs of our students.

## C. COORDINATION OF SERVICES (CONTINUED)

## D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. 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.
3. Divisions that have less than 95% properly licensed and endorsed staff, must also include an objective with the goal of achieving 95% of properly licensed and endorsed staff.

| Measurable Objective 1: |
| --- |
| By June 2027, 98% of teachers receiving a probationary or summative evaluation in schools supported by Title II funded coaches will be rated as "Effective" or “Highly Effective” as measured by the teacher evaluation instrument. |

| 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.<br>Professional learning will be provided in coaching models, the coaching rubric and content specific strategies. Coaching cycles will be implemented to improve domains included on the teacher evaluation instrument with a focus on key domains: professional knowledge, instructional planning, instructional delivery and assessment of and for learning. Data (VALLSS/NWEA MAP) are analyzed throughout the year and coach support by teacher, grade level, and school is based on need to support academic growth and likelihood of students meeting proficiency on SOL tests.<br>Teacher clarity and descriptive feedback will be provided through coach support in PLCs and coaching cycles.<br><br>*Facilitate grade level collaborations, professional learning (PL), and coaching focusing on the VBCPS Teaching and Learning Framework. to support teachers in implementing VBCPS curriculum for whole group and small group instruction to support “effective” or “highly effective” on domains of the teacher evaluation instrument. |

## D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

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

Measurable Objective 3:

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 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:

## 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:

## 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:

## E. BUDGET SUMMARY

**Title II, Part A**
**Budget for 2025-2026**
**Award: S367A250044**
**Project Code: APE61480**

| OBJECT CODE | EXPENDITURE | AMOUNT BUDGETED | FTEs | DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN? |
|---|---|---|---|---|
| | | **Allocation:** | **2,123,959.30** | |
| 1000 - Personnel Services | Administrative | | | |
| | Non-Administrative | 1,404,145.58 | 21.00 | |
| | Private School Set-Aside | | | |
| | **Total Personnel Services** | **1,404,145.58** | | Yes |
| 2000 - Employee Benefits | Administrative | | | |
| | Non-Administrative | 573,524.25 | | |
| | Private School Set-Aside | | | |
| | **Total Employee Benefits** | **573,524.25** | | Yes |
| 3000 - Purchased/ Contracted Services | Administrative | | | |
| | Non-Administrative | 2,000.00 | | |
| | Private School Set-Aside | 70,000.00 | | |
| | **Total Purchased/Contracted Services** | **72,000.00** | | Yes |
| 4000 - Internal Services | Internal Services | | | |
| | **Total Internal Services** | **0.00** | | Yes |
| 5000 - Other Charges | Administrative | 53,548.14 | | |
| | Non-Administrative | 1,500.00 | | |
| | Private School Set-Aside | 14,000.00 | | |
| | **Total Other Charges** | **69,048.14** | | Yes |
| 6000 - Materials and Supplies | Administrative | 2,094.60 | | |
| | Non-Administrative | | | |
| | Private School Set-Aside | 3,146.73 | | |
| | **Total Materials and Supplies** | **5,241.33** | | Yes |
| 8000 - Capital Outlay | Non-Administrative | | | |
| | **Total Capital Outlay** | **0.00** | | Yes |
| | **TOTAL BUDGET** | **2,123,959.30** | | |
| | **DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?** | Yes | | **Difference** - |
| | **TOTAL SET-ASIDE** | **55,642.74** | | |
| | **TOTAL PRIVATE SCHOOL SET-ASIDE** | **87,146.73** | | |
| | **DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?** | Yes | | **Difference** - |

**Notes:**
(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 & supplies that support administrative positions.
(2) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

## F. DETAIL BUDGET BREAKDOWN

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

**Does the Detailed Budget Breakdown Match the Total Allocation?** Yes

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Instructional Coaches: 21 FTEs will serve as Math Coaches or Literacy Coaches. The coaches will implement coaching support to increase teacher and administrator capacity for meeting the needs of VBCPS students. To have the highest impact on student achievement and to meet state and local benchmarks, as well as demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Title II coaches will collaborate, model and assist teachers in utilizing data to drive instruction and meet student needs.

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

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

| Item Description | Measurable Objective | Category | FTEs | Total Cost |
|---|---|---|---|---|
| Value of professional development personnel-related services or stipends on behalf of private schools | | | | |
| Instructional coaches | 1 | Professional Development | 21.00 | 1,404,145.58 |
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| | | Total for Object Code: | 21.00 | 1,404,145.58 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

FICA 7.65%
VRS 15.23%
Retirement Health Insurance (RHIC) 1.21%
Health Insurance (Eligible Employees)$10,627; actual rates may vary
Life insurance 1.18%
Local Disability 0.45%

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

N/A- No FICA, health or other benefits will be allocated for private schools.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | |
| Instructional coach benefits | 1 | Professional Development | 573,524.25 |
| | | Total for Object Code: | 573,524.25 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

**NOTE: All tuition-related expenses should be included in this object code.**

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.

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

Evidenced-Based and Needs Assessment Aligned Private School Activities will include:
*Tuition and coursework to improve the professional capacity of teachers, principals, and other educational personnel in one or more core academic subjects and effective instructional teaching strategies.
*Tuition and coursework for teachers and other staff members to receive certification and licensure to include, but not limited to ensuring proper licensure with an emphasis on hard-to-fill subject areas.
*Virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building, and belonging.
*Virtual and face-to-face professional development in improving student behavior, identifying early and appropriate interventions, and parent engagement.
*Virtual and face-to-face professional development to leadership development and management training to improve the quality of principals and organization leaders.
*Virtual and face-to-face professional development in data analysis to ensure alignment with the written, taught, and assessed curriculum.
*Virtual and face-to-face professional development in STEM to include robotics, drones, and horticulture.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | 70,000.00 |
| Travel expenses for VDOE training | 1 | Professional Development | 2,000.00 |
| | | Total for Object Code: | 72,000.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
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| | | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

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. Indirect costs cannot be claimed against capital outlay and equipment.

Indirect costs calculated at 2.7% for FY26. 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.

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

Reimbursements to individual teachers for conference registrations and professional development opportunities (including mileage, per diem, parking, tolls, luggage, and other travel-related expenses).
Lodging and travel expenses for presenters and participants in school-wide professional development opportunities.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | 14,000.00 |
| Travel expenses for VDOE training | 1 | Professional Development | 1,500.00 |
| Indirect cost | 1 | Title IIA Administration | 53,548.14 |
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| | | Total for Object Code: | 69,048.14 |

## DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

Title II, Part A funds will be used to purchase administrative program supplies. This may include consumable and non-consumable office supplies such as paper, folders, writing utensils, organizational supplies, flash drives, etc. to support the administration of the Title II program.

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

Evidence-based resources, books, and other materials to support professional development activities, courses, and professional book studies. Resources must be specifically aligned to a professional development activity.

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
|---|---|---|---|---|
| Private School Set-aside | | | | 3,146.73 |
| Administrative program supplies | 1 | Title IIA Administration | | 2,094.60 |
| | | | Total for Object Code: | 5,241.33 |

## DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

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

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

NA

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
|---|---|---|---|---|
| Private School Set-aside | | | | |
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| | | | Total for Object Code: | 0.00 |

## 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<br>Award S424A250048<br>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 - |

## H. DETAILED BUDGET BREAKDOWN

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

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

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

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

| Item Description | Measurable Objective | Funding Source | FTEs | Total Cost |
|---|---|---|---|---|
| Value of professional development personnel-related services or stipends on behalf of private schools | | | | |
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| | | Total for Object Code: | 0.00 | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

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

| Item Description | Measurable Objective | Funding Source | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | |
| | | | |

Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

**NOTE: All tuition-related expenses should be included in this object code.**

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

| Item Description | Measurable Objective | Funding Source | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | |
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

| Item Description | Measurable Objective | Funding Source | Total Cost |
|---|---|---|---|
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

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

| Item Description | Measurable Objective | Funding Source | Total Cost |
|---|---|---|---|
| Private School Set-aside | | | |
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| | | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

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

| Item Description | Measurable Objective | Funding Source | Quantity | Total Cost |
|---|---|---|---|---|
| | | | | |

Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

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

| Item Description | Measurable Objective | Funding Source | Quantity | Total Cost |
|---|---|---|---|---|
| Private School Set-aside | | | | |
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| | | | Total for Object Code: | 0.00 |

## I. TEACHER QUALITY

### Section A

### TEACHER QUALITY

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the **2025-2026** school year, the following information on teacher and paraprofessional quality from the **2024-2025 and 2023-2024** 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 2024-2025 Fall Master Schedule Collection Guide

**Teachers (all schools and all federal core content subjects)**

| | 2024-2025 | 2023-2024 |
|---|---|---|
| Number of class sections taught by properly licensed and endorsed teachers | 17,665 | 17,693 |
| Number of class sections not taught by properly licensed and endorsed teachers | 169 | 151 |
| Total class sections | 17,834 | 17,844 |
| Percent of classes taught by properly licensed and endorsed teachers | 99.1% | 99.2% |

### 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 **2024-2025** 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 2024-2025 report, 1.0% of teachers are serving in a placement for which they are not endorsed or licensed, and 7.6% are serving with provisional licenses. Division wide, the percentage of schools with certified and properly licensed instructional personnel is 99% for 2024-2025. 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 screen 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 and social emotional learning. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed 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. 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 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, 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 engages students in social emotional and critical thinking development opportunities to ensure they are future ready, including lesson approaches that engage students in peer collaboration, responding to rigorous questions to consider multiple perspectives, relationship building, and communication skill building opportunities. Our division follows the expectations of VDOE related to cultural competency, including multi-cultural learning opportunities. Our division has a focus on ensuring students are future-ready by providing multiple pathways and opportunities for students to grow content knowledge and collaborative skills as outline by the attributes reflected in our 2024-2025 graduate profile or our updated 2025-26 future ready learner profile.

## 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 [x] Other (Please specify) email

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

| | |
|---|---|
| a. Proposed Budget | 2,123,959.30 |
| b. Amount of funds allocated for administration | 55,642.74 |
| **c. Amount to use for set-aside calculations** | **2,068,316.56** |

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

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

## CALCULATION OF SET-ASIDES

5. What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2025-2026 school year? 62,495

6. Complete the chart below:
   - In column A, list all eligible private schools in the geographic boundaries of the school division.
   - In column B, indicate the participation status of the listed private school(s) for the 2025-2026 award year, as a result of consultation.
   - In column C, enter the K-12 enrollment of private schools participating in services for the 2025-2026 award year.
   - Columns D and E will automatically calculate the value of services for the 2025-2026 award year.
   - In column F, indicate the method of notification for each private school.

7. For the 2025-2026 award year, enter the estimated private school-set aside (Cell H74) onto the Summary Budget Tab under the 'Budget for 2025-2026' 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 2025-2026' lines.

| Value of Services for Participating Private Schools from the Title IIA 2025-2026 Budget | Value of Additional Services for Participating Private Schools from the 2025-2026 TRANSFERABILITY Budget | Total value of services for Public Schools from the 2025-2026 Budget | Total Value of Additional Services for Public Schools from the 2025-2026 TRANSFERABILITY Budget |
|---|---|---|---|
| 87,146.73 | 0.00 | 1,981,169.83 | 0.00 |

| A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|
| Name of Each Private School | Participation Status for 2025-2026 Award Year? (Yes/No) | K-12 Enrollment | Estimated Value of Services from 2025-2026 Title IIA budget, per school (calculated field) | Estimated Value of Additional Services from 2025-2026 Transferability Funds (calculated field) | Method of Notification (for Non-Participating Schools Only) | Notes | Release of Obligation? (Yes/No) | Amount of Funds Released | New Set Aside Amount from the 2025-2026 Budget | New Set Aside Amount from the 2025-2026 Transferability Budget |
| Catholic High School | Yes | 504 | 15,977.43 | 0.00 | | | | | 15,977.43 | 0.00 |
| Chesapeake Bay Academy | Yes | 101 | 3,201.83 | 0.00 | | | | | 3,201.83 | 0.00 |
| Enoch Christian Academy | Yes | 23 | 729.13 | 0.00 | | | | | 729.13 | 0.00 |
| Kids of Grace Preschool and Kindergarten | Yes | 15 | 475.52 | 0.00 | | | | | 475.52 | 0.00 |
| Norfolk Christian School - Va Beach Campus | Yes | 131 | 4,152.86 | 0.00 | | | | | 4,152.86 | 0.00 |
| Saint Gregory the Great | Yes | 537 | 17,023.57 | 0.00 | | | | | 17,023.57 | 0.00 |
| Saint John the Apostle | Yes | 290 | 9,193.36 | 0.00 | | | | | 9,193.36 | 0.00 |
| Saint Matthew's School | Yes | 416 | 13,187.72 | 0.00 | | | | | 13,187.72 | 0.00 |
| Star of the Sea Catholic School | Yes | 267 | 8,464.23 | 0.00 | | | | | 8,464.23 | 0.00 |
| Strelitz International Academy | Yes | 102 | 3,233.53 | 0.00 | | | | | 3,233.53 | 0.00 |
| Virginia Beach Friends School | Yes | 90 | 2,853.11 | 0.00 | | | | | 2,853.11 | 0.00 |
| Gateway Christian Academy | Yes | 273 | 8,654.44 | 0.00 | | | | | 8,654.44 | 0.00 |
| All Saints' Day School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Bayside Presbyterian Preschool and Kindergarten | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Beach Day School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Cape Henry Collegiate School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Galilee Montessori School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Great Neck Preschool | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Ivy League Christian Academy | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Kempsville Child Development Center | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| London Bridge Baptist Preschool and Kindergarten | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Montessori Childrens House II | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| New Light Baptist School of Excellence | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Old Donation Day School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Raise Christian Academy | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Rivermont School - Tidewater | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Stratford Preschool | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Sunnybrook Day School | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Tabernacle Baptist Academy | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Thalia Lynn Child Care Center | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
| Tidewater Collegiate Academy | No | | 0.00 | 0.00 | certified mail, email, phon | | | | 0.00 | 0.00 |
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| | | | 0.00 | 0.00 | | | | | 0.00 | 0.00 |
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| | | | 0.00 | 0.00 | | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | | | | | 0.00 | 0.00 |
| **Total Private School Set-Asides** | **12** | **2,749** | **87,146.73** | **0.00** | | | **Release of Obligation Amounts** | | **87,146.73** | **0.00** |
| | | | **Use this Figure for Private School Set-Asides in the 2025-2026 Budget** | **Use this Figure for Private School Set-Asides in the 2025-2026 Transferability Budget** | | | | | | |

## K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

VBCPS educators work collaboratively to ensure the overall success (academic, socially, and emotionally) of ALL students. We use differentiated instructional practices and make data-driven decisions about teaching and learning. 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 24-25 school year, stakeholders participated in the Language Essentials for Teachers of Reading and Spelling (LETRS) and Evidence-Based Literacy Instruction modules (VDOE), 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 25-26 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 meeting the needs of learners. Title II instructional math coaches also participated in professional learning sessions during the 24-25 school year related to gaps in mathematics and examined practices related to students with disabilities and across other contexts. This will continue during the 25-26 and 26-27 school years. VBCPS visits local and out-of-state colleges for recruiting and interviewing an array of candidates. VBCPS adheres to the principles of equal opportunity in employment and, therefore, prohibits discrimination in terms and conditions of employment based on race, sex, national origin, color, religion, age, or disability. VBCPS is an equal educational opportunity school system.

## EXPENDITURE ACCOUNT DESCRIPTIONS

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

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).
**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Capital Outlay Replacement**

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

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

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

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

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

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

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

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

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

## GENERAL ASSURANCES

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

**The school division/grantee assures:**

I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;

III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;

IV. It will adopt and use proper methods of administering each program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in
    Section 8501. Private School Children;
    Section 8502. Bypass; and
    Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;

D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video

V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and

VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## PROGRAM SPECIFIC ASSURANCES

**The school division/grantee assures:**

I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;

II. It will comply with Section 8501 (regarding participation by private school children and teachers);

III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;

V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;

VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and

VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.

Place an "X" by the applicable

X Original

Revision :
Revision #
Date:
Explain

Amendment:
Amendment #
Date:
Explain

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

## A. COVER PAGE

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

**2025-2026**
**Individual Program Application**

**Due by July 01, 2025**

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

| To be Completed by School Division | | | | |
|---|---|---|---|---|
| Applicant (Legal Name of Agency): | Division Number: | Title III, Part A Coordinator: | | |
| Va Beach City Public Schools | 128 | Kathleen Cahoon-Newchok | | |
| Mailing Address (Street, City or Town, Zip Code) | Phone: | 757-263-1070 | Ext: | 1466 |
| 2512 George Mason Drive, Virginia Beach, VA 23456 | Email: | | | |
| | kecahoon@vbschools.com | | | |

| | | | | | |
|---|---|---|---|---|---|
| **2025-2026 Title III, Part A Allocation:** | **273,739.99** | **EL Award Amount:** | **273,739.99** | **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 05/27/25 .

| | |
|---|---|
| Superintendent's Signature | Board Chairperson's Signature |
| Donald E. Robertson, Jr., Ph.D. | Kathleen Brown |
| Superintendent's Name | Board Chairperson's Name |
| 05/27/25 | 05/27/25 |
| Date | Date |

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.**

**Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, 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

| 2024-2025 Allocation | 2024-2025 Consolidated | Eligible Program | | | 2025-2026 Allocation Total |
|---|---|---|---|---|---|
| **273,739.99** | No | Title III, Part A, English Learners: (Total of: a + b; only a; or only b) | | | 273,739.99 |
| | | a. EL Subgrant | Subtotal | 273,739.99 | |
| | | 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** | | | **273,739.99** |

## TRANSFERABILITY

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

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

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

## REVISIONS AND AMENDMENTS

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

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

| | | | | | |
|---|---|---|---|---|---|
| 1. | **Revision:** | | **Date:** | | |
| | **Amendment:** | | **Date:** | | |
| 2. | **Revision:** | | **Date:** | | |
| | **Amendment:** | | **Date:** | | |
| 3. | **Revision:** | | **Date:** | | |
| | **Amendment:** | | **Date:** | | |
| 4. | **Revision:** | | **Date:** | | |
| | **Amendment:** | | **Date:** | | |
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| | **Amendment:** | | **Date:** | | |
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| 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. 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 2025-2026 Award: S365A250046 Project Codes: APE60509 (IY) & APE60512 (EL) | | |
|---|---|---|---|---|
| | | Allocation: | 273,739.99 | |
| OBJECT CODE | EXPENDITURE | EL SUBGRANT | IMMIGRANT CHILDREN & YOUTH | DOES BUDGET SUMMARY MATCH DETAIL BUDGET? |
| 1000 - Personnel Services | Administrative | 153,068.00 | | |
| | Non-Administrative | | | |
| | Private School Set-Aside | | | |
| | **Total Personal Services** | **153,068.00** | **0.00** | Yes |
| 2000 - Employee Benefits | Administrative | 44,730.24 | | |
| | Non-Administrative | | | |
| | Private School Set-Aside | | | |
| | **Total Employee Benefits** | **44,730.24** | **0.00** | Yes |
| 3000 - Purchased/ Contracted Services | Contracted Services | 56,623.03 | | |
| | Private School Set-Aside | | | |
| | **Total Purchased/Contracted Services** | **56,623.03** | **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 | 5,367.45 | | |
| | Non-Administrative | 13,065.38 | | |
| | Private School Set-Aside | | | |
| | **Total Other Charges** | **18,432.83** | **0.00** | Yes |
| 6000 - Materials and Supplies | Administrative | | | |
| | Materials | | | |
| | Private School Set-Aside | 885.89 | | |
| | **Total Materials and Supplies** | **885.89** | **0.00** | Yes |
| 8000 - Capital Outlay | Non-Administrative | | | |
| | **Total Capital Outlay** | **0.00** | **0.00** | Yes |
| | **TOTAL SUBGRANT BUDGET** | **273,739.99** | **0.00** | |
| | **TOTAL ALLOCATION** | **273,739.99** | | |
| | **DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?** | Yes | | **Difference** - |
| | **TOTAL SET-ASIDE** | **203,165.69** | | |
| | **TOTAL PRIVATE SCHOOL SET-ASIDE** | **885.89** | | |

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

## C. DETAILED BUDGET BREAKDOWN

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

**Does the Detailed Budget Breakdown Match the Total Allocation?** Yes

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Funds will be used to compensate a 12-month English learner instructional specialist (ELIS) to coordinate and develop staff development (PreK-12) relative to second language acquisition and best practices; additionally, the ELIS will assist and coach English as a second language (ESL) and classroom teachers with their instruction of English learner (EL) students.

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

Funds have been allocated to pay staff to write and/or upgrade ESL curricula at the elementary, middle, and/or high school level to improve instruction for English learners.

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

| Item Description | Category | FTEs | Total Cost |
|---|---|---|---|
| English Learner Instructional Specialist (annual salary) | EL Subgrant | 1.0 | 113,868.00 |
| Substitutes | EL Subgrant | | 4,500.00 |
| Stipends for ESL family engagement liaisons | EL Subgrant | | 20,000.00 |
| Curriculum Committees to write/upgrade ESL curricula | EL Subgrant | | 14,700.00 |
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| Total for Object Code: | | 1.0 | 153,068.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

FICA 7.65%
VRS 15.23%
RHIC 1.21%
HEALTH $12,956.44 per eligible employee
LIFE 1.18%

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

| Item Description | Category | Total Cost |
|---|---|---|
| FICA Benefits-English Learner Instructional Specialist, Substitutes, Stipends, Curriculum Committees | EL Subgrant | 11,709.70 |
| Employer's Portion of VRS Retirement Contribution | EL Subgrant | 17,342.10 |
| Retiree Health Insurance Contribution | EL Subgrant | 1,378.00 |
| Employer's Portion of Health Insurance | EL Subgrant | 12,956.44 |
| Life Insurance | EL Subgrant | 1,344.00 |
| | Total for Object Code: | 44,730.24 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

Funds will be used to support costs, such as conference registration, lodging, and travel, for staff to attend local and non-local professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE).

Funds will be used to renew a one-year contract with Ellevation. The contract includes the Ellevation platform for organizing EL student data, support of digital English learner meetings for accommodation planning and monitoring purposes, and provides federally mandated documents in multiple languages. Funds will also be used to purchase a monthly newsletter created by a consultant who specializes in ESL in order to assist ESL teachers with keeping abreast of research and development regarding ESL best practices and EL instruction.

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

| Item Description | Category | Total Cost |
|---|---|---|
| Costs associated with professional learning | EL Subgrant | 10,948.03 |
| Ellevation Platform | EL Subgrant | 44,175.00 |
| ESL Newsletter | EL Subgrant | 1,500.00 |
| | Total for Object Code: | 56,623.03 |

# DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

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

| Item Description | Category | Total Cost |
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| | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000. Include expenditures that support the use of programs. Includes expenditures that support the program, staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Funds will be used to support costs, such as meals and mileage, for staff to attend local and non-local professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE).

Indirect costs calculated using the 2.7% LEA restricted rate, not to exceed 2.0% of the total award.

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

| Item Description | Category | Total Cost |
|---|---|---|
| Costs associated with professional learning | EL Subgrant | 13,065.38 |
| Indirect Costs | EL Subgrant | 5,367.45 |
| | | |
| | Total for Object Code: | 18,432.83 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

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

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

Funds will be used to provide materials and supplies for participating private schools.

| Item Description | Category | Quantity | Total Cost |
|---|---|---|---|
| Materials and supplies for private schools | EL Subgrant | | 885.89 |
| | | Total for Object Code: | 885.89 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

| Item Description | Category | Quantity | Total Cost |
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| | | Total for Object Code: | 0.00 |

## D. BUDGET SUMMARY

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

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

Transfer Request Form

| OBJECT CODE | EXPENDITURE | Title II, Part A, Transferability Award S367A250044 Project Code APE60016 | | Title IV, Part A, Transferability Award S424A250048 Project Code APE60023 | DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN? |
|---|---|---|---|---|---|
| | | 0.00 | | 0.00 | |
| | | AMOUNT TRANSFERRED INTO PROGRAM | | | |
| 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 | Conracted 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 | - |

## E. DETAILED BUDGET BREAKDOWN

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

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

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

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

| Item Description | Funding Source | FTEs | Total Cost |
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| Total for Object Code: | | 0.0 | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000. Include expenditures that support the use of programs. Includes expenditures that support the program, staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

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

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

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

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

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

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

## F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

**Federal Civil Rights Requirements**

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

**Description of an Effective LIEP Supported by Local and/or State Funds**: The division must implement an effective language instruction educational program (LIEP) 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: | 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.<br><br>LIEP Model(s) |

The English learner (EL) student population in Virginia Beach City Public Schools (VBCPS) represents over 4.4% of the school division's student population with the English as a Second Language (ESL) program servicing more than 2,700 students. Except for one Title-I funded ESL teacher, the local budget and state monies fund 73.6 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 following LIEP models are used: "ESL or ELD," "Content Classes with Integrated ESL," and "ESL or ELD and Content Classes with Integrated ESL". 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 approximately 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 following LIEP models are used: "ESL or ELD," "Content Classes with Integrated ESL," and "ESL or ELD and Content Classes with Integrated ESL". 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 following LIEP models are utilized: "ESL or ELD," "Newcomer," "Content Classes with Integrated ESL," and "ESL or ELD and Content Classes with Integrated ESL." 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 will support

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

Much professional development for educators of English learners (ELs) continues to be funded by the local budget. School administrators overseeing the ESL program in their buildings attend a mandatory session regarding Title III compliance and the ESL program. PreK-12 teachers, including ESL teachers, participate in division-wide mandatory training on topics such as specific academic discipline training and curriculum updates in compliance with VDOE expectations. Mandatory professional learning for ESL teachers was required in August 2024 before the school year began, and monthly meetings were held in September, October, November, and December 2024 as well as in April and May 2025. In August 2024, an additional 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 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 as mandated by Title VIII, Part F. Additionally, local funds provide an ESL instructional coach, who supports classroom and ESL teachers with effective instruction of ELs. The coach conducts observations, provides feedback, and meets with teachers and staff to provide professional development targeted to individual needs.

## 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.

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| Box 3a: | Provide the following information regarding the division wide EL population. This can be based on ACCESS Assessment SY data 2023-2024 which was reflected for ACCESS Accountability in the **2024-2025 SY.** | |
| | The number of ELs division-wide (Level 1-4.3) | 2772 |
| | The number of endorsed ESL teachers directly serving ELs | 73.6 |
| | The percentage of ELs who made PROGRESS (Target 54%) | 61.22 |
| | The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment) | 16.76 |

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| Box 3b: | If the LEA did not meet State PROGRESS targets for 2023-2024 Assessment SY which impacts the 2024-2025 Accountability SY target of 54%, 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. |
| Not Applicable | |

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| Box 4: | Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.<br>• Example by Grade: K- 30 minutes, 5 times a week, LIEP Model – ELD.<br>• 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.<br>Choose a reporting format that supports your division EL scheduling policy. |
| 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.<br>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.<br>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.

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| Box 5: | Describe the division's procedures to conduct the Title III program evaluation of division implemented programs and services for ELs. Include the following information:<br>• A timeline for evaluation;<br>• The titles of stakeholders involved in the evaluation process; and<br>• The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:<br>• EL academic achievement indicators by grade span or content area,<br>• Specific LIEP secondary courses,<br>• Student or parent surveys,<br>• EL graduation rates,<br>• ELs with disabilities,<br>• Long Term ELs,<br>• SLIFE, and<br>• Formerly ELs (4.4+ on the ACCESS for ELLs assessment). |

Data has been reviewed by various stakeholders throughout the 2024-2025 school year. Prior to the beginning of the 24-25 school year, the Title III Coordinator, EL Instructional Specialist (ELIS), Director of K-12 & Gifted Programs (who oversees the ESL program), and Chief Academic Officer reviewed the following data: the growth in the number of ELs over the last 5 years, ACCESS progress and proficiency rates from 2018-2019 through 2023-2024, SOL test data from 2021-2022 through 2023-2024, and the 10 schools with the lowest combined 2024 ACCESS progress and proficiency rates. Additionally, VBCPS's superintendent reviewed the ACCESS progress and proficiency data in addition to secondary reading and math SOL test data. In fall 2024, data from a fall family survey (that was conducted by Title III-funded ESL Family Liaisons) was reviewed at a meeting with the two ESL Family Outreach Representatives (FORs), the ESL Family Liaisons (representing 14 schools), the Title III coordinator, and the Director of K-12 & Gifted Programs. Overall, 94% of families who responded to the survey indicated that they feel welcome when they walk into their child's school. 92.41% of families indicated that the school respects their cultural heritage. 82.76% of families indicated that the school has a clear process for addressing their concerns. 71.03% of families indicated that it is easy to get a translator if they need one. The top three community resources requested by families were: Adult Education, Employment, and Health Insurance. During the winter of the 2024-2025 school year, a team consisting of the Title III coordinator, ELIS, and ESL Coach reviewed SOL Science and Reading test scores for grades K-12 as well as English Writing scores for grades 9-12. As described in Box 5 of the 2023-2024 application, these subjects had the highest gaps (comparing EL to overall student performance). VBCPS identified elementary, middle, and high schools with the lowest and highest EL performance on the 2024 reading and science SOL tests within a comparable school group, as well as the high schools with the lowest and highest EL performance on the 2024 EOC writing SOL test within a comparable school group. In spring 2025, a meeting about various Title federal grants was held for parents/guardians. Families learned about the Title I, II, III, and IV grants and had the opportunity to ask questions and provide feedback. Nine parents/guardians responded to the follow-up survey. They indicated that ESL services could be improved by providing information on how different cultures can affect students, adding more teachers, ensuring families are aware of resources available to them, and providing more interpreters. One of the parents/guardians, whose child's school has an ESL family liaison, responded that the liaison hosted events/meetings, answered her questions about school, and connected her family with community/school resources. Respondents suggested that ways to improve the program would be to ensure that the liaisons are available for open house and to continue to ensure that families are aware of the resources available to them. 78% of respondents indicated that the highest priority is to improve the ESL curriculum to strengthen instruction and improve teaching practices for EL students. 67% of respondents indicated that the highest priorities are to provide English language classes for the families of EL students, provide after-school and/or summer enrichment opportunities for students and families, such as language clubs and field trips, and to provide ESL family liaisons to regularly connect with and support families of EL students. 56% of respondents indicated that the highest priority is to provide opportunities for educators of EL students to attend conferences, workshops, and other professional learning to improve their instructional practices for EL students. In spring 2025, a needs assessment survey was sent to all schools with a Title III-funded ESL family liaison and to all schools that did not meet the 2023-2024 VDOE progress target of 54%. This included the aforementioned 10 schools with the lowest combined 2024 ACCESS progress and proficiency rates. The ESL administrative contact (assistant principal) at each school was asked to complete the survey and share it with select staff at their school, including ESL teachers, content teachers, special education teachers, reading specialists, literacy coaches, and graduation coaches. Schools with family liaisons were asked to provide feedback regarding their liaison. Please refer to Box 11 for additional information. Respondents were asked to provide feedback about the LIEP models used at the elementary, middle, and high school levels. 88% of elementary respondents indicated that the current LIEP models of "ESL or ELD" and "Content Classes with Integrated ESL" support the English language development of the English learner students at their schools and help them succeed academically. 90% of middle school respondents indicated that the ESL elective, which is required for students at English language proficiency levels 1.0-2.9, supports the English language development of the English learner students at my school and helps prepare them for content courses. 61% of respondents indicated that the LIEP model of "Content Classes with Integrated ESL" required for students at English proficiency levels 3.0 and higher supports the English language development of the English learner students at their school and helps them succeed academically. 83% of high school respondents indicated that the courses English as a Foreign Language (EFL) 1, 2, 3, and 4, and ESL Effective Reading 1 and 2 support the English language development of the English learner students at their school and help prepare them for content courses. One respondent disagreed, and several respondents indicated that they were neutral (they may not be familiar with the courses). The respondent who disagreed indicated that students need more support to be successful in their academics and standardized test taking, and content teachers need more instructional support. School staff were asked to indicate if they think that the International Welcome Center (IWC) is a beneficial resource for families enrolling in U.S. schools for the first time. 70% of respondents indicated that they strongly agree/agree that the IWC is beneficial. 30% indicated that they felt neutral about the IWC. High school staff were asked to provide feedback about dropout and graduation rates. 35% of staff agreed that they are concerned about the dropout rate of ELs at their school, and 43% indicated that they are concerned about the graduation rate of ELs at their school. In spring 2025, a team consisting of the Title III coordinator, ELIS, ESL coach, and Director of K-12 & Gifted reviewed the following data: the number of students who qualify to receive ESL services from 2019 - 2025 (based on fall SRC data), the caseloads of ESL teachers at each school (including the number and proficiency levels of ELs) as well as data regarding long-term ELs, former ELs, SLIFE, and ELs with disabilities.

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

| Box 6: | Discuss the results of the Title III program evaluation and describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process. |
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To address concerns identified in the evaluation process, VBCPS plans to expand the Title III-funded ESL family liaison program so that more families receive support accessing school and community resources. Additionally, due to the low percentage of SLIFE students and the low number of students currently enrolled in the newcomer program, VBCPS is collaborating with stakeholders to discuss no longer utilizing the "Newcomer Program" LIEP model at the high school level. Reallocating the EL teacher positions currently assigned to the newcomer program will allow for more opportunities for EL teachers to provide instruction through the LIEP model, "Content Classes with Integrated EL support." Moreover, VBCPS middle school leadership requires that most middle schools operate on a similar schedule next year that includes 2 elective bells for students, plus a block of time called "Thrive time." Instead of taking ESL as an elective bell, EL students at proficiency levels 1 - 2.5 will be required to receive ESL services through an ESL/ELD class offered during this time. Higher proficiency level students will receive ESL services through the "Content Classes with Integrated ESL support LIEP model." This model aligns with the middle school (MS) curriculum work VBCPS has planned for this summer. Additionally, the new schedule will allow more time for EL teachers to utilize the "Content Classes with Integrated ESL support LIEP model" to support all levels of English learners. The ESL program plans to refine the MS curriculum to better support instruction for ELs at proficiency levels 1.0 - 2.5 and begin work on a curriculum that supports co-teaching in the content areas. Additionally, the ESL program plans to supplement and augment the existing high school EFL 1,2,3, and 4 curricula. EL teachers and administrators have noted a need to add benchmark assessments and rubrics to the existing curricula. Furthermore, as of April 2025, VBCPS now has the Home Language Survey online as part of the kindergarten registration process, and it will be part of online registration for all new students enrolling in the 2025-2026 school year. This will help facilitate the efficient identification and placement of ELs and increase the efficiency of the referral process for the International Welcome Center (IWC), which supports registration and provides WIDA screening for students new to the U.S. or enrolling from non-WIDA states. To help ensure consistency across the division, the ESL program is planning to hold a training for all school registrars and also to disseminate division-wide memos regarding the online Home Language Survey and IWC referral process this summer.

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

| Box 7: | **Using Local and/or State Funds**: Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it. |
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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 usually translated into at least the top six non-English languages (Spanish, Tagalog, Vietnamese, French, Arabic, 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 family empowerment groups to provide a 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 FORs also work to create better accessibility of information for Spanish-speaking families. Finally, VBCPS opened the International Welcome Center (IWC) on Jan. 31, 2023. One of the two ESL FORs speaks 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 bimonthly 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.

| Box 8: | **Coordination of Service.** Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV. Provide data if available to support the effective outcomes of these collaborations. |
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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, 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 I also funds one of the ESL Family Outreach Representatives. Title I, 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 a curriculum consultant specializing in ESL who 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 and collaborates with gifted program administrators to ensure that ELs receive appropriate accommodations during gifted testing. The gifted program administrators present annually at a professional learning session for ESL teachers. Also, the ESL program collaborates with the special education program to provide training for school administrators and ESL teachers regarding ELs and special education. Moreover, as part of establishing the International Welcome Center (IWC), 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 has collaborated 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 and to describe how VBCPS language arts resources can be utilized to benefit ELs. ESL program administrators have presented to elementary literacy leaders (reading specialists) regarding best practices for EL instruction and how to differentiate ELA resources to meet the needs of ELs. 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

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

### 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**

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| Box 9: | **Title III-funded personnel, resources and initiatives:** 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. |

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. As described in Box 5, the VBCPS ESL program identified the 10 schools with the lowest combined 2024 ACCESS progress and proficiency rates. The ESL program also identified the elementary, middle, and high schools with the lowest and highest EL performance on the 2024 reading and science SOL tests within a comparable school group, as well as the high schools with the lowest and highest EL performance on the 2024 EOC writing SOL test within a comparable school group. However, the team found that it was difficult to analyze data within comparable school groups due to small EL subgroup sizes and a lack of comparable schools within groups. For example, at the elementary level, there are 8 comparable school groups for the 2024-2025 school year. 33% of schools had 10 or more total ELs in grades 3-5 who took the spring 2024 Reading SOL test. 2.4% of schools had 10 or more ELs participate in the grade 5 Science SOL test, and 85% of schools had fewer than 5 students test. Regarding the largest gap identified for the grades 3-5 Reading SOL test, there were two schools within a comparable group with a gap of 39%. However, the EL subgroup size at one school was 9 ELs (11% of students passed), and at the second school was 6 ELs (50% of students passed). For the grade 5 Science SOL test, the ESL office identified one comparable group with similar participation numbers and a pass rate gap of 14%. One school had 13 ELs test and 0 pass, and the other school had 7 ELs test and 14% pass. At the middle school level, there are 5 comparable school groups (2 of the comparable groups only contain 1 school). Regarding the Reading SOL test, the largest gap identified between two schools within a comparable group and with similar subgroup sizes was 35%. At one school, 24 ELs were tested and 54% passed. At the second school, 27 ELs were tested and 19% passed. Regarding the Science SOL test, the largest gap identified between two schools within a comparable group and with similar subgroup sizes was 40%. At one school, 10 students were tested and 60% passed. At the second school, 10 students were tested and 20% passed. At the high school level, there are 5 comparable school groups (the 5th comparable group only contains 1 school). Regarding the Reading SOL test, the largest gap identified between two schools within a comparable group

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| Box 10: | **Title III Professional Development:** 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. |

VBCPS will be hiring 19.8 additional ESL teachers for the 25-26 school year and anticipates that most of these teachers will not have ESL teaching experience and will require support with instructional best practices for ELs. Additionally, the majority of the current ESL staff has only 2-3 years of ESL teaching experience. 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.

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| Box 11: | **Title III Parent Engagement**: 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. |

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 cultural competency in alignment with VDOE's expectations; and help ensure families feel welcome, trusted, and valued by the school. As mentioned in Box 5, schools with family liaisons were asked to complete a needs assessment. 67% of respondents indicated that one of the highest priorities is to provide ESL family liaisons to regularly connect with and support families of EL students.

## 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 (2025-2026) 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 (2025-2026) to support required activities.<br><br>Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your response. |
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| 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 (2025-2026) |
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| 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 these resources into curricula and programs, to improve the instruction of ELs (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 | N/A |
| Dual Language or Two-way Immersion | N/A |

## 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 **(2022-2023 or 2023-2024)**.
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 2023-2024 application was as follows: Based on Virginia's Consolidated State Plan, for Assessment Year 2023-2024 (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. Results are not yet available for the spring 2025 ACCESS for ELLs. However, for school year 2023-2024, 61.22% of ELs made progress. |

| Measurable Objective 2: |
|---|
| Measurable Objective (MO) 2 from the 2023-2024 application was as follows: 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. Results are not yet available for the spring 2025 ACCESS for ELLs. However, for school year 2023-2024, 16.76% of ELs scored as proficient and exited |

| Measurable Objective 3: |
|---|
| Measurable Objective (MO) 3 from the 2023-2024 application was as follows: By the conclusion of the 2024-2025 school year, all schools with ESL family engagement liaisons will have surveyed English learner families to identify and address their needs, and at least 50% of families at each school will return the survey. Regarding the survey that was initially sent to families, 9.7% of the surveys were returned. At this time, liaisons are currently asking families to complete a spring survey. |

| Measurable Objective 4: |
|---|
| Measurable Objective (MO) 4 from the 2023-2024 application was as follows: During the 2024-2025 school year, the ELIS, with support from ESL program staff, will identify the elementary, middle, and high schools with the lowest and highest EL performance on the 2024 reading and science SOL tests within a comparable school group, as well as the high schools with the lowest and highest EL performance on the 2024 EOC writing SOL test within a comparable school group. By the conclusion of the 2024-2025 school year, the ELIS, with support from other ESL program staff, will analyze data from and complete observations of reading, writing, and science instruction at the identified schools. After the observations, the ELIS/ESL program staff will provide feedback to school administrators regarding areas of strength and areas for improvement in EL instruction, with the goal of at least 80% of school administrators at the lowest-performing schools agreeing to hold professional learning for their teachers in the 2025-2026 school year. The ELIS, with support from ESL program staff, identified the elementary, middle, and high schools with the lowest and highest EL performance on the 2024 reading and science SOL tests within a comparable school group, as well as the high schools with the lowest and highest EL performance on the 2024 EOC writing SOL test within a comparable school group. Please refer to Box 9 for more information. However, the ELIS/ESL program staff found it difficult to analyze data within comparable school groups due to small EL subgroup sizes and lack of comparable schools within groups, and the ELIS did not complete observations at all of the identified schools. A needs assessment survey was sent to most of the schools to gather feedback from various stakeholders (please refer to Box 9 for more information). The feedback received from these surveyed schools has informed the revision of Measurable Objective 4 for the 2025-2026 school year. |

## H. MEASURABLE OBJECTIVES (CONTINUED)

| Measurable Objective 5: |
| --- |
| |

**Section 2 - A minimum of 3 MOs for the 2025-2026 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 **2025-2026 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 2025-2026 (Accountability Year 2026-2027), at least 58% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2026 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, 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 2024-2025 school year, Title III provided funding for 2 ESL teachers to attend a VESA-sponsored day of professional learning and 34 ESL teachers to attend the 2025 VESA conference. Title III funds are also used to purchase a monthly newsletter tailored to the |

## H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

For Assessment Year 2025-2026 (Accountability Year 2026-2027), a minimum of 12% of English learners will attain English proficiency according to the spring 2026 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, 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 2024-2025 school year, Title III provided funding for 2 ESL teachers to attend a VESA-sponsored day of professional learning and 34 ESL teachers to attend the 2025 VESA conference. Title III funds are also used to purchase a monthly newsletter tailored to the

Measurable Objective 3:

By the conclusion of the 2025-2026 school year, all schools with ESL family engagement liaisons will have surveyed English learner families to identify and address their needs, and at least 50% of families at each school will return the survey.

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 2025-2026 school year, the Title III-funded ESL family engagement liaisons will survey English learner families at their schools to determine families' needs, including essential academic and community resources. Liaisons will share the survey results, as appropriate, with school and central office staff, and liaisons will plan family outreach meetings and secure school and community resources based upon identified needs. During the spring of the 2025-2026 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. The expected outcomes include: family outreach meetings held at least twice per year at each school with topics based upon the individual schools' needs, the connection of families with essential community and school resources and services, and identification of the most common needs across the division so that the ESL program can collaborate with colleagues, including the Office of Family & Community Engagement and the Title I Office, to plan outreach meetings and activities. To help ensure that this objective is met, ESL Family Outreach Representatives will schedule routine check-ins with liaisons to track the progress of fall and spring survey dissemination and return.

## H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

Prior to and during the 2025-2026 school year, the ELIS, with support from ESL program staff, will schedule meetings with the schools that indicated that they would like to meet with ESL program staff to discuss supporting the needs of ELs at their school (please refer to Box 9 for more information). The goal is that by the conclusion of the 2025-2026 school year, at least 80% of schools will have participated in meetings and agreed to the ELIS/ESL program staff providing professional learning opportunities for their staff. These opportunities may include observations and professional development sessions.

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

Observation look-fors will include evidence of EL accommodations/modifications, differentiated instruction, and classroom teacher/ESL teacher collaboration. Professional development sessions will include EL accommodations/modifications, instructional strategies and supports for various EL proficiency levels, and tips for classroom teacher/ESL teacher collaboration.

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 2025-2026 school year?** 2,772

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.)

[ ] Regular Mail [X] Certified Mail

[X] Telephone Calls [X] Meetings

[ ] Visits to the Private School [X] Other (Please specify) Email

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

| | |
|---|---|
| a. Title III Budget | 273,739.99 |
| b. Proportionate Share | 885.89 |
| c. Additional set-aside for equitable services (if necessary) | |
| d. Amount to use for set-aside calculations | 885.89 |

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

| | |
|---|---|
| a. Title III Budget | 0.00 |
| b. Proportionate Share | 0.00 |

## CALCULATION OF SET-ASIDES

6. For the **2025-2026** award year, enter the estimated private school-set aside onto the Title III Budget tab under the "Budget for **2025-2026**" 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 **2025-2026**" 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 **2025-2026** award year, as a result of consultation.
   - In Column C, enter number of English learner students in private schools participating in services for the **2025-2026** 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 **2025-2026** award year.

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| **Private Schools** | **Participation Staus for 2025-2026 Award Year? (Yes/No)** | **Number of Identified Students** | **Description of Services** | **Estimated Value of Services from 2025-2026 Title IIIA Budget, Per School** | **Estimated Value of Additional Services from Transferability Funds** | **Release of Obligation? (Yes/No)** | **Amount of Funds Released** | **New Set Aside Amount from the 2025-2026 Budget** | **New Set Aside Amount from the 2025-2026 Transferability Budget** |
| All Saint's Day School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Bayside Presbyterian Preschools and Kindergarden | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Beach Day School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Catholic High School | Yes | 0 | No enrolled ELs at this time | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Cape Henry Collegiate School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Chesapeake Bay Academy | Yes | 0 | No enrolled ELs at this time | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Enoch Christian Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Galilee Montessori School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Gateway Christian Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Great Neck Preschool | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Ivy League Christian Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Kempsville Child Development Center | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Kids of Grace Preschool and Kindergarten | Yes | 0 | No enrolled ELs at this time | 0.00 | 0.00 | | | 0.00 | 0.00 |
| London Bridge Baptist Preschool and Kindergarden | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Montessori Childrens House II | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| New Light Baptist School of Excellence | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Norfolk Christian School-VA Beach Campus | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Old Donation Day School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Raise Christian Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Rivermont School-Tidewater | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| St. Gregory the Great | Yes | 8 | LIEP services, materials | 787.46 | 0.00 | | | 787.46 | 0.00 |
| St. John the Apostle | Yes | 0 | No enrolled ELs at this time | 0.00 | 0.00 | | | 0.00 | 0.00 |
| St. Matthew's School | Yes | 1 | LIEP services, materials | 98.43 | 0.00 | | | 98.43 | 0.00 |
| Star of the Sea Catholic School | Yes | 0 | No enrolled ELs at this time | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Stratford Preschool | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Strelitz International Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Sunnybrook Day School | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Tabernacle Baptist Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Thalia Lynn Child Care Center | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Tidewater Collegiate Academy | No | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Virginia Beach Friends School | | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | | | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| **Total Identified Students** | **7** | **9** | **Total Private School Set-Asides** | **885.89** | **0.00** | **Release of Obligation Amounts** | | **885.89** | **0.00** |
| | | | | **Use this Figure for Private School Set-Asides in the 2025-2026 Budget** | **Use this Figure for Private School Set-Asides in the 2025-2026 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 universal access for all students, families, employees, and the general public. VBCPS will meet the American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in languages other than English or in other formats, as needed, to meet the needs of those served through grant-funded programs. |

## EXPENDITURE ACCOUNT DESCRIPTIONS

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

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).
**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Capital Outlay Replacement**

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

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

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

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

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

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

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

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

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

## GENERAL ASSURANCES

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

**The school division/grantee assures:**

I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;

III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;

IV. It will adopt and use proper methods of administering each program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in
    Section 8501. Private School Children;
    Section 8502. Bypass; and
    Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;

D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and

VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

**Section 3115**

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**The school division/grantee assures:**

I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;

II. All ELs will be identified within 30 days of enrollment;

III. It will comply with the parental notification requirements as described below:

A. Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —

1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
8. information pertaining to parental rights that includes written guidance —
   a. detailing —
      (i). the right that parents have to have their child immediately removed from such program upon their request; and
      (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
   b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

## PROGRAM SPECIFIC ASSURANCES

B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);

V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;

VI. It will base its proposed plan on effective research on teaching ELs;

VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;

VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;

IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or private entities, institutions of higher education, and other stakeholders in developing the Title III local plan described in the program overview section;

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.

Place an "X" by the applicable response.

X Original

Revision :
Revision #
Date:
Explain

Amendment:
Amendment #
Date:
Explain

**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

**2025-2026**
**Individual Program Application**

**Due by July 01, 2025**

*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 LEA | | | | |
|---|---|---|---|---|
| Applicant (Legal Name of Agency): | LEA Number: | Title IV, Part A, Coordinator: | | |
| Va Beach City Public Schools | 128 | Ashlee Williams | | |
| Mailing Address (Street, City or Town, Zip Code): | Phone: | 757-263-1000 | Ext: | 31402 |
| 2512 George Mason Drive, Virginia Beach, Virginia 23456-0038 | Email: | | | |
| | gloria.williams@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 05-27-2025 .

| | |
|---|---|
| Superintendent's Signature | Board Chairperson's Signature |
| Donald E. Robertson, Jr. Ph.D | Kathleen Brown |
| Superintendent's Name | Board Chairperson's Name |
| 5/27/2025 | 5/27/2025 |
| Date | Date |

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

## APPLICATION INFORMATION

| 2024-2025 Allocation | 2024-2025 Consolidated Yes or No | Eligible Program | 2025-2026 Allocation Total |
|---|---|---|---|
| **1,345,021.82** | No | Title IV, Part A, Student Support and Academic Enrichment Grant | 1,345,021.82 |
| | | Transferability (funds transferred out of Title IVA) | 0.00 |
| | | **Total Allocation Available for Title IV, Part A** | **1,345,021.82** |

## TRANSFERABILITY

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

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

| A. Program from which funds will be transferred | TO | Program TO which funds will be transferred: | Amount |
|---|---|---|---|
| Title II, Part A | | Title IV, Part A, Student Support and Academic Enrichment Grant | |

**2) Place an "X" next to the federal programs you are requesting funds to be transferred to.**

| B. Program from which funds will be transferred: | TO | Select program(s) TO which funds will be transferred: | | Amount |
|---|---|---|---|---|
| Title IV, Part A | | | Title I, Part A | |
| | | | Title I, Part C | |
| | | | Title I, Part D, Subpart 2 | |
| | | | Title II, Part A | |
| | | | Title III, Part A | |
| | | | Title V, Part B, Subpart 2 | |
| | | | **Total** | **0.00** |

## REVISIONS AND AMENDMENTS

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

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

| | | | | | |
|---|---|---|---|---|---|
| 1. | Revision: | | 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 (6 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:

**All local education agencies are required to base activities on demonstrated district-determined needs in consultation with stakeholders.**

*Section 4106 (c) CONSULTATION. — (1) IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.*

All local education agencies must include:

A. when the needs assessment was conducted;
B. who participated in the assessment process and determining the LEA's priorities;
C. what data was collected and analyzed; and
D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab.

**Local education agencies receiving allocations of $30,000 or greater must** 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—

A. access to, and opportunities for, a well-rounded education for all students;
B. school conditions for student learning in order to create a healthy and safe school environment; and
C. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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.

The Needs Assessment Process at Virginia Beach City Public Schools (VBCPS) is a collaborative, data-informed effort aligned with the division's strategic framework and supported by the Title IV, Part A grant. Led by the Ad Hoc Strategic Plan Steering Committee—including division leaders, principals, parents, students, community members, and the superintendent—the process incorporates diverse stakeholder input gathered through surveys and parent-teacher organizations. The Ad Hoc Strategic Plan Steering Committee met on 9/12/24, 10/10/24, 11/7/24, 2/6/25, 3/18/25, 4/3/25, and 5/15/25. A community of caregivers attended a needs assessment meeting on April 11, 2025 to learn about the grants and potential opportunities. Feedback was collected for input during the grant application process. The Departments of Teaching and Learning (DTAL) and School Leadership (DOSL) lead the review of various data sources—such as VALLSS, NWEA MAP Reading/Math, and SOL assessments—to support academic progress, guide professional learning, provide feedback to principals, and inform resource allocation. SOL student outcomes, category scores, and item analysis reports help identify instructional needs. Input from parents, teachers, and administrators further informs the process. The departments of Professional Growth and Innovation (PGI), DTAL, DOSL, Opportunity and Achievement (OOA), and Planning, Innovation, and Accountability (PIA) collaborate to align division and school priorities. Findings and progress are regularly shared during public board sessions.

Utilizing the division's strategic framework and action plan, VBCPS 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.

*Advancing Educational Opportunities
Title IV, Part A, funds are instrumental in fostering educational opportunities 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, dual enrollment, and IB students.

*Utilizing Integrated Systems of Support
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. 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.
By strategically leveraging these initiatives, VBCPS ensures a robust framework for educational excellence, thereby empowering students to thrive and ensure they are future-ready.

*Future-Ready Students
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 higher instances of students 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 lower Lexile levels, as evidenced by the NWEA MAP Assessment.

Furthermore, recognizing the critical role of timely graduation, graduation lab coaches are placed in schools with historically lower on-time graduation rates, coupled with higher dropout rates.

## B. PROGRAM OVERVIEW (CONTINUED)

| | |
|---|---|
| Box 1b: | 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—<br>A. Are among the schools with the greatest needs;<br>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<br>C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);<br>D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or<br>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.<br>If directing funds to district-wide activities, the division must provide a rationale that is based on the local needs assessment and results of the stakeholder engagement process. |

Title IV, Part A supports are strategically aligned with four key target areas and the division's Strategic Action Plan and Strategic Framework. These efforts enhance Tier I instruction, literacy and math interventions, professional learning, and coaching to prepare students for real-world success and on-time graduation.

Coaches, math and graduation, and literacy teachers are placed in schools with the greatest need—based on graduation rates, and student assessment data not already addressed by Title I. Instructional materials and professional learning are selected to meet identified priorities.

The division promotes safe, inclusive environments that support diverse student needs. Resources are also allocated to programs that strengthen student wellness—including physical health, nutrition, digital citizenship, and mental health—recognizing their impact on academic and personal growth.

| | |
|---|---|
| Box 2: | Describe, if applicable, how funds will be used for activities related to supporting well-rounded education, including the use of evidence-based practices. |

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), Dual Enrollment, 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 and other stakeholders committed to identifying and nurturing students' potential in these advanced courses. By prioritizing these initiatives, we aim to increase graduation rates and empower students with the knowledge, skills, and opportunities essential for their academic and professional journey beyond high school.
Research highlights the critical importance of ongoing professional development in equipping educators with the tools needed to improve instructional effectiveness, boost student outcomes, and foster a culture of data-informed teaching and collaborative reflection. A strong grasp of both content and pedagogy is essential for educators to meet the needs of learners.

To support this, Title IV, Part A funds will be directed toward comprehensive professional development initiatives designed to promote division-wide adoption of evidence-based teaching and learning practices. These initiatives include:
Aspire Program: Targeted to secondary instructors, with a focus on science-based reading research and evidence-based literacy instruction.
Plain Talk Literacy Conference: Provides access to the latest research and best practices in literacy instruction and aligned with VDOE expectations and the Virginia Literacy Act (VLA).
National Math, Literacy, and Science Conferences: Keeps educators current with innovative methodologies to expand their instructional practices.
Training in High School Redesign: Prepares educators to adapt to the evolving needs of high school learners and encourages innovative, student-centered approaches.
Inclusive Practices Training: Ensures that educators are equipped with the knowledge and skills to create inclusive learning environments to ensure all students thrive.
English Language Leaner resources

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 deepens educators' understanding of scientific concepts and 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.

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 teachers or numeracy-focused coaches will be strategically placed based on a comprehensive analysis of local assessment data, standardized assessments, 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 powerful impact of tutoring on student success is well-documented. Personalized tutoring offers critical support that leads to measurable academic gains and aligns with the VDOE All In Tutoring initiative focus offering expansive services for the needs of all students and subject area support. Title IV, Part A funds will support virtual tutoring initiatives that provide targeted assistance in both core subjects and advanced coursework, accessible in both in-person and online settings.
In tandem, Title IV, Part A funds will also be used to acquire high-quality, evidence-based instructional materials and professional development resources. These tools are essential for addressing learning gaps across all content areas. By equipping educators with effective resources and sustained support, we aim to foster dynamic, engaging classrooms that promote academic growth and long-term student success.

## B. PROGRAM OVERVIEW (CONTINUED)

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

Growing student concerns around family health and financial stability, with many teens reporting increased stress, depression, and self-doubt. In response, Title IV, Part A funds will support initiatives that address academic, physical, and emotional well-being to ensure all students have the opportunity to achieve at the highest levels.

Funds will be used to implement trauma-informed programs, provide mental health resources, and offer training for staff and students—both virtually and in person. Support will include instructional materials and professional learning opportunities focused on mitigating the effects of adverse childhood experiences.

Additionally, Title IV, Part A will continue to enhance physical wellness through improved recess programs, health and PE curricula, and first aid/life-saving training. Resources that integrate physical activity with literacy and numeracy development will also be prioritized, promoting holistic wellness across the school community.

High school graduation is a vital milestone linked to long-term well-being and success. To support on-time graduation through a safe, supportive learning environment, Title IV, Part A funds will be used to deploy Graduation Lab Coaches in high schools with lower graduation rates.

Coaches serve as case managers, identifying at-risk students and facilitating connections to tailored interventions and support services to bolster academic success. This personalized approach strengthens student engagement, and promotes a positive school climate that supports graduation success.

## B. PROGRAM OVERVIEW (CONTINUED)

| | |
|---|---|
| Box 4: | Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.<br>**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).** |

Under ESEA section 4109(a)(1)(D), Title IV, Part A funds will support innovative blended learning strategies that combine digital and face-to-face instruction. This approach increases student engagement, access to content, and flexibility while fostering collaboration and inclusivity.

Blended learning is integrated into the Graduation Lab program, allowing students to complete online courses, access virtual tutoring, and receive in-person support from certified teachers.

To ensure effective implementation, Title IV, Part A will fund training for students, teachers, and administrators through fall and summer sessions, both virtually and in person. These trainings focus on software tools and instructional strategies that support blended learning.

Trained educators and leaders will act as district-wide facilitators, modeling blended learning practices and leading professional learning communities, promoting sustainability and continuous improvement across schools.

## B. PROGRAM OVERVIEW (CONTINUED)

| | |
|---|---|
| Box 5: | Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. Include the frequency of the evaluation, who is responsible, and how each activity will be evaluated. |

Grant activities will be evaluated using both qualitative and quantitative methods, including direct observations. Key indicators such as assessment scores, lexile levels, advanced course enrollment, and graduation rates will measure the impact of literacy, numeracy, and graduation lab coaches, as well as reading, tutoring, and advanced coursework interventions. School support meetings are held a minimum of three times per year as a monitoring tool.

Surveys on school climate and discipline will assess the effectiveness of programs that support student and staff well-being.

Professional development will be evaluated through participant feedback to ensure training remains relevant and impactful for educators and support staff.

Consultation documentation and feedback mechanisms will help ensure services are delivered fairly and effectively. A quarterly review of Title IV, Part A activities will guide data-informed adjustments to maintain program relevance and effectiveness.

## B. PROGRAM OVERVIEW (CONTINUED)

Box 6: **PROFESSIONAL DEVELOPMENT:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching 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.

The number of attendees attending a single event should align with what is reasonable and necessary to achieve the goals and objectives of the grant. When multiple employees plan to attend the same event, it is advisable to conduct a cost analysis to determine whether it would be more cost-effective to send the employees to the event or to invite a speaker(s) to address the team.

Professional learning under Title IV, Part A is sustained, intensive, collaborative, job-embedded, and data-driven—designed to directly impact classroom practice and student success. All training initiatives are guided by needs assessment data and align with division priorities, including on-time graduation, literacy, numeracy, science, mental and physical health, classroom management, coaching, and leadership.

Participants are required to complete a pre-training survey identifying the data used to justify attendance and how the impact will be measured. Following the training, participants must submit deliverables to ensure knowledge is shared and applied, supporting ongoing professional growth aligned with best practices and division goals.

Title IV, Part A-funded professional development is designed to meet identified needs and support sustained, data-driven improvement. Our graduation lab coaches, literacy teachers, and math coaches exemplify this commitment:
Graduation Lab Coaches
*Sustained: Coaches are embedded in schools long-term, supporting ongoing efforts to improve graduation rates.
*Data-driven: Placement is based on Virginia Department of Education data, targeting schools with the lowest graduation outcomes.
*Intensive & Collaborative: Coaches work closely with administrators, teachers, counselors, and families to provide coordinated, student-centered support.

Literacy Teachers and Math Coaches:
*Data-driven: Literacy teachers and math coaches are placed in buildings demonstrating the highest levels of support to improaps in either literacy or math. Data analysis is a key component in how professional learning

opportunities are provided.
*Sustained, Job-embedded, and Collaborative: Our literacy teachers and math coaches are instrumental in providing ongoing, job-embedded professional learning support to teachers, administrators, and tutors.
Training, Conferences, and Coursework:
*Sustained and Collaborative: Before teachers and staff can attend professional development activities using Title IV, Part A, allocations, they must complete the Title IV Training Survey. The survey requires that teachers indicate how they share the information within their buildings and learning teams. Participants are also notified that they are expected to present what they have learned through division-wide training or to prepare a Google file or site with resources that teachers and staff can access to support instructional practices.
*Data-driven: Prior to attending any Title IV, Part A, professional learning, participants must complete a survey indicating what data was used to determine the necessity for the conference and how this data will be measured. At the conclusion of the training, participants must provide documentation for how they will share what they have learned and with whom they will share it. The LEA will follow-up with them.

## C. COORDINATION OF SERVICES

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.

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:
*Instructional Coordination: The Title IV, Part A coordinator collaborates closely with content area coordinators and specialists to identify and address instructional needs effectively.
*Support Services Coordination: Collaboration with the Department of Student Support Services enables us to determine the mental health support required, as well as strategies for implementing effective classroom mangagement strategies and addressing behavioral needs.
*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.

*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.
*Partnership with External Organizations: Collaboration with Equal Opportunity Schools supports our division's strategic agenda of preparing Future-Ready students. This collaboration ensures equitable access and support for all students pursuing rigorous courses and preparing for college or career pathways.
*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.
*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.

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.

## 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 2025-2026 school year, there will be a 3% increase in the participation rate of economically disadvantaged students 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 sources such as ASCD (Watkins, 2021), VCU School of Education (2021), Warne (2017), and EdTrust (2019) highlights the importance of expanding access to accelerated coursework. Title IV, Part A funds support this effort through targeted initiatives, including:<br><br>Tutoring and summer camps that strengthen students' skills in organization, literacy, numeracy, writing, and content comprehension—preparing them for advanced coursework.<br><br>Elimination of subscription and exam fees for economically disadvantaged students to remove financial barriers to participation.<br><br>Supplemental programming that promotes peer connections among advanced coursework students and supports early identification, recruitment, and mentoring of middle and high school students. |

| Measurable Objective 2: |
|---|
| By the end of the 2025-2026 school year, all schools benefiting from coaching support, literacy and numeracy instruction/support, professional learning, instructional materials, activities, technology embedded supports, or other resources provided through the Title IV, Part A grant will achieve or surpass both state and local benchmarks or growth markers.<br>These benchmarks are set at 70% proficiency in mathematics and 75% proficiency in reading, as evidenced by local and state assessment data. |

| Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective: |
|---|
| In alignement with science-based reading research and evidency-based literacy instruction, Title IV, Part A funds support strategies that improve reading levels and performance on state assessments. These include:<br>Explicit instruction in word recognition and language comprehension, along with structured discussions on text meaning. These strategies will be supported through instructional materials such as consumables, classroom libraries, and software licenses for platforms like Apex, Imagine Learning (Edgenuity), NWEA, and ELLevation. Teachers and coordinators will also engage in professional learning through reputable organizations that support VDOE and division initiatives.<br><br>Evidence-based programs endorsed by WWC and the Virginia Literacy Act, including summer reading initiatives, book fairs, Aspire professional learning, and approved intervention and supplemental materials to support literacy growth.<br><br>Research shows the integration of physical and academic development enhances attention, memory, and academic performance. Title IV, Part A funds will support programs and materials that connect physical activity with cognitive development to promote holistic student growth. |

## D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the conclusion of the 2025-2026 school year, high school students in VBCPS will achieve or surpass the current on-time graduation rate for the division, which stands at 96.1%. Simultaneously, there will be a reduction in the number of high school dropouts, reflecting the commitment to fostering academic persistence and success among students.

Schools will leverage the OTG report provided by the VDOE along with the division's data warehouse OTG report that combines the VDOE report with additional indicators pulled from the division's internal synergy platform. Additionally, schools meet monthly to review and discuss student achievement data and review processes with graduation coaches in the building to monitor and measure this objective.

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 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.

Measurable Objective 4:

By the end of the 2024-2025 school year, all teacher and staff participants in activities related to elective courses, technology integration, physical education, community engagement, and mental health supported by Title IV, Part A, allocations will be aligned with VDOE and the 3 Es Framework.

Following the receipt of materials or engagement in activity, participants will provide deliverables such as outreach, professional training, resource platforms, or coaching to share the knowledge gained.

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

Research shows 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. There is a positive impact of school-based physical and mental health supports on academic outcomes.

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:

Measurable Objective 6:

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 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:

## 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 years. Enter the award year the division is reporting on in the space provided .

Indicate the application year (ex: 2023-2024 or 2024-2025) for the measurable objective and include relevant data.

| Measurable Objective 1: | Award Year: | 2024-2025 |
|---|---|---|

The number of students enrolled in Advanced Placement, Dual Enrollment, or International Baccalaureate classes for the 2024-2025 school year is 2,407.

| Measurable Objective 2: | Award Year: | 2023-2024 |
|---|---|---|

The Standards of Learning (SOL) data indicate positive improvements in reading and math proficiency and exceed state proficiency expectations:

Division SOL Data
Reading: SY2021-2022 83.11%, SY2022-2023 82.07%, SY2023-2024 82.13%

Math: SY2021-2022 77.35%, SY2022-2023 77.94%, SY2023-2024 78.97%

Lynnhaven Middle School and Independence Middle School have been identified as sites that would benefit from additional literacy instructional support through the use of Title IV, Part A funding.

*Lynnhaven Middle School has shown a decrease in its overall average of reading SOL scores over the previous 3 years and is performing below the division average.
-Lynnhaven Middle
-2021-2022 78.29%
-2022-2023 77.20%
-2023-2024 75.59%
*Independence Middle School has shown an increase of Level 1 and Level 2.0-2.5 English Language Learners. In SY 2023-2024, 72.73% of students passed their English Reading SOL. English Reading SOL data is predicted to decrease in 2025.

*Kempsville High School, First Colonial High School, and Lynnhaven Middle School have been identified as sites that would benefit from additional mathematics coaching support through the use of Title IV, Part A funding.
*Kempsville High School demonstrated a decrease in its Mathematics SOL data.
-SY 2022-2023 88.89%, SY 2023-2024 86.28%
*First Colonial High School demonstrated a decrease in its Mathematics SOL data.
-SY 2022-2023 85.69%, SY 2023-2024 81.80%
Lynnhaven Middle School demonstrated an increase in its Mathematics SOL data. This demonstrates the additional coaching support provided by Title IV, Part A is showing an upward trajectory.
-SY 2022-2023 68.06%, SY 2023-2024 73.51%

## E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

| Measurable Objective 3: | Award Year: | 2023-2024 | |
|---|---|---|---|

The On Time Graduation (OTG) rate for VBCPS students has shown a consistent upward trend since 2017. In 2017 the OTG rate stood at 91.19%. In 2023, the OTG rate reached 95.3%. In 2024, the OTG rate reached 96.1%.

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.

| Measurable Objective 4: | Award Year: | 2023-2024 | |
|---|---|---|---|

For the 2023-2024 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.

Utilizing the Title IV, Part A needs assessment document will ensure explicit alignment of activities and materials with VDOE expectations and standards. The division will utilize community, parent, and staff input, in alignment with VDOE expectations in addition with performance data to comphrehensively plan and ensure that all initatives are directly contributing to the overarching goals of VDOE and division, ultimately enhancing the educational experience and outcomes for all students.

## E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

| Measurable Objective 5: | Award Year: | | |
|---|---|---|---|

| Measurable Objective 6: | Award Year: | | |
|---|---|---|---|

## F. BUDGET SUMMARY

**The Budget Summary will autocomplete from the Detailed Budget.**

**Title IV, Part A**
**Budget for 2025-2026**
**Award: S424A250048**
**Project Code: APE60281**

**Allocation: 1,345,021.82**

| 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 | 302,165.77 | 145,266.84 | 1,500.00 | | |
| | Private School Set-Aside | | | | | |
| | **Total Personnel Services** | **302,165.77** | **145,266.84** | **1,500.00** | **448,932.61** | 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 | 120,914.24 | 57,081.93 | 114.75 | | |
| | Private School Set-Aside | | | | | |
| | **Total Employee Benefits** | **120,914.24** | **57,081.93** | **114.75** | **178,110.92** | 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 | 289,525.47 | 221,000.00 | 2,500.00 | | |
| | Private School Set-Aside | 15,160.00 | 5,684.00 | 1,000.00 | | |
| | **Total Purchased/Contracted Services** | **304,685.47** | **226,684.00** | **3,500.00** | **534,869.47** | 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 | 14,626.09 | 6,286.91 | 178.60 | | |
| | Non-Administrative | 6,500.00 | 6,500.00 | 2,500.00 | | |
| | Private School Set-Aside | 5,000.00 | 500.00 | 500.00 | | |
| | **Total Other Charges** | **26,126.09** | **13,286.91** | **3,178.60** | **42,591.60** | Yes |
| 6000 - Materials and Supplies | Administrative (**reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities**) | 5,808.83 | | | | |
| | Non-Administrative | 83,318.21 | 23,000.00 | | | |
| | Private School Set-Aside | 19,092.90 | 8,497.28 | 800.00 | | |
| | **Total Materials and Supplies** | **108,219.94** | **31,497.28** | **800.00** | **140,517.22** | 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** | **862,111.51** | **473,816.96** | **9,093.35** | **1,345,021.82** | ****Reflects 15% max allowed for technology, equipment, devices, and software in Technology area.** | **1,364.00** |
| **TOTAL SET-ASIDE BUDGET** | **20,434.92** | **6,286.91** | **178.60** | **26,900.43** | **Are the administrative charges less than or equal to 2% of the allocation?** | Yes |
| **TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET** | **39,252.90** | **14,681.28** | **2,300.00** | **56,234.18** | **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.

## G. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Enter the number of each measurable objective from the "Narrative" tab the funded activity supports and choose the appropriate category for each expense in the dropdown list under "Category."**

**Does the Detailed Budget Breakdown Match the Total Allocation?** Yes

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

*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.
*Literacy teachers and Math Coaches: 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.
*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.
*Instructional staff will be used to support curriculum writing efforts that ensure that reading, math, foreign langauge, ESL, and science instruction is comprehensive, adaptable and in line with state and federal standards and mandates.

*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.

| Item Description | Measurable Objective | Category | FTEs | Total Cost |
|---|---|---|---|---|
| Graduation Lab Coach | 1, 2, 3 | Safe and Healthy Students | 2.00 | 140,266.84 |
| Literacy Teacher | 2, 3 | Well Rounded Education | 1.00 | 73,565.28 |
| Math Coach | 2, 3 | Well Rounded Education | 3.00 | 210,977.75 |
| AP, IB, and Dual Enrollment Tutors (HS) | 1, 3 | Well Rounded Education | | 6,500.00 |
| Substitutes Graduation Lab Coach | 1, 2, 3 | Safe and Healthy Students | | 2,500.00 |
| Substitutes Professional Development Well-Rounded | 1, 2, 3 | Well Rounded Education | | 3,000.00 |
| Substitutes Professional Development- Safe and Healthy | 2, 3, 4 | Safe and Healthy Students | | 2,000.00 |
| Substitutes Professional Development- Embedded Technology | 4 | Effective Use of Technology | | 1,000.00 |
| Substitutes Math Coach | 2, 3 | Well Rounded Education | | 2,800.00 |
| Substitute Literacy Teacher | 2, 3 | Well Rounded Education | | 2,800.00 |
| Workshop/Curriculum development | 1, 2, 3 | Well Rounded Education | | 2,522.74 |
| Workshop/Curriculum development | 2, 3, 4 | Safe and Healthy Students | | 500.00 |
| Workshop/Curriculum development | 4 | Effective Use of Technology | | 500.00 |
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| | | Total for Object Code: | 6.0 | 448,932.61 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

FICA: 7.65%
VRS: 15.23%
RHIC: 1.21%
Health: Varies per eligible employee unless otherwise noted
Life: 1.18%

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| Graduation Lab Coach fringe benefits | 1, 2, 3 | Safe and Healthy Students | 56,699.43 |
| Literacy Teacher fringe benefits | 2, 3 | Well Rounded Education | 29,216.96 |
| Math Coach fringe benefits | 2, 3 | Well Rounded Education | 90,349.14 |
| FICA for AP, IB, and Dual Enrollment Tutors (HS) | 1, 3 | Well Rounded Education | 497.25 |
| FICA for Graduation Lab Coach Substitute | 1, 2, 3 | Safe and Healthy Students | 191.25 |
| FICA for Professional Development substitute-Well-Rounded | 1, 2, 3 | Well Rounded Education | 229.50 |
| FICA for Professional Development substitute-Safe and Healthy | 2, 3 | Safe and Healthy Students | 153.00 |
| FICA for Professional Development substitute-Embedded Technology | 2 | Effective Use of Technology | 76.50 |
| FICA for Literacy Teacher substitute | 2, 3 | Well Rounded Education | 214.20 |
| FICA for Math Coach substitute | 2, 3 | Well Rounded Education | 214.20 |
| FICA for Workshop/Curriculum development | 1, 2, 3 | Well Rounded Education | 192.99 |
| FICA for Workshop/Curriculum development | 2, 3 | Safe and Healthy Students | 38.25 |
| FICA for Workshop/Curriculum development | 2 | Effective Use of Technology | 38.25 |
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| | | Total for Object Code: | 178,110.92 |

# DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

Initiatives Supported by Title IV, Part A Funds:
*Financial Support for Advanced Courses: Allocate funds to support Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) course and assessment fees for free and reduced lunch recipients. This initiative aims to eliminate financial barriers associated with these courses.
*Contract Services to ensure all students have access to rigorous advanced coursework by leveraging data to identify and address the needs of all learners, ensuring all students have opportunities to succeed.
*Partnerships with Higher Education Institutes: Collaborate with institutes of higher learning to provide coaching services, curriculum development support, and instructional practices aimed at enhancing literacy and numeracy skills. This initiative aims to strengthen the alignment between K-12 and post-secondary education, facilitating smoother transitions for students.
*Professional Development Opportunities: Offer virtual, face-to-face, and self-paced learning opportunities, including conferences, webinars, and coaching sessions. These opportunities will focus on evidence-based practices to increase student achievement, improve on-time graduation rates, and foster leadership and coaching skills among educators. Conferences, including but not limited to Model Schools, ISTE, Learning Forward, Plain Talk Literacy, AVID and subject-specific conferences, along with grant development and implementation workshops sponsored by VDOE to support effective grant administration.

*Support for Physical and Mental Well-being: In alignment with VDOE guidelines, provide virtual, face-to-face, and self-paced learning opportunities to support students' physical health, safety, and mental well-being. These cross-categorical learning opportunities will ensure a holistic approach to addressing the diverse needs of students, promoting their overall well-being and academic success. Software may include but is not limited to IXL, Edgenuity, and Imagine Learning.
*Coachly: This software program offers 24/7 access to coaching support for literacy teachers. It provides valuable resources and guidance to enhance instructional practices and support student literacy development.
*Edgenuity: This program is specifically designed to support on-time graduation and credit recovery efforts. It offers a comprehensive suite of online courses and instructional resources to help students stay on track toward graduation and recover credits as needed.
*ELL Resources: This instructional resource enables teachers to differentiate instruction for students in a variety of multilingual programs in all grades and content areas.
*Additional Programs for Safe and Healthy Students: Additional software programs may be included to support initiatives related to student safety and well-being. These programs could focus on mental health support, bullying prevention, or substance abuse prevention, among other areas.

*Tuition and Coursework Support: Private schools will receive funding for tuition and coursework to ensure a well-rounded education, prioritize safety and health initiatives, and effectively integrate technology into their educational programs. The coursework may include professional development opportunities for teachers or contribute to certifications and licenses to enhance the quality of education provided by private schools.
*Learning Opportunities: Private schools will have access to a variety of learning opportunities, including virtual, face-to-face, and self-paced options. These opportunities will be designed to support academic achievement, foster safe and healthy school environments, promote the integration of technology, and facilitate leadership development among educators and administrators.
*Instructional Software Purchase: Private schools will utilize funds to purchase instructional software tailored to support academic success across core content areas, special education programs, social and character development resources, and software that maintains a safe and healthy learning environment. These software programs will offer targeted resources and interventions to address the needs of students and enhance their overall educational experience.
These services are intended to ensure that private school students, teachers, and other educational personnel have equal access to federal funding in education programs, as outlined in the Elementary and Secondary Education Act (ESEA)."

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| AP, IB, and DE assessment or course fees to support access to rigorous programs of study for F/RL recipients | 1 | Well Rounded Education | 93,998.51 |
| Contract services to support access to rigourous coursework, data analysis, insight cards, and belonging (EOS) | 1, 2, 3 | Safe and Healthy Students | 218,000.00 |
| Contract service collaboration to support all content areas including, but not limited to numeracy and literacy | 2, 3 | Well Rounded Education | 70,000.00 |
| Software and programs to support afterschool, and intervention and acceleration programs | 1, 2, 3, 4 | Well Rounded Education | 50,000.00 |
| Professional learning or conferences to support physical health, safety, and mental well-being. | 3, 4 | Safe and Healthy Students | 1,000.00 |
| Professional learning or conferences to support literacy and numeracy instructional practices. | 1, 2, 3 | Well Rounded Education | 23,000.00 |
| Professional Learning fees and travel to support integration of technology | 1, 2, 3 | Effective Use of Technology | 2,500.00 |
| Tuition and course work - PSA | | Private School: Well Rounded Education | 6,660.00 |
| Tuition and course work to physical health, safety, and mental well-being. - PSA | | Private School: Safe and Healthy Students | 2,684.00 |
| Professional learning to support physical health, safety, and mental well-being. -PSA | | Private School: Safe and Healthy Students | 1,000.00 |
| Professional learning or conferences to support all content areas -PSA | | Private School: Well Rounded Education | 6,000.00 |
| Professional learning or conferences to support effecive use of technology -PSA | | Private School: Effective Use of Technology | 472.11 |
| Software and programs to support academic success in core content areas - PSA | | Private School: Well Rounded Education | 2,500.00 |
| Software and programs to support success in social development - PSA | | Private School: Safe and Healthy Students | 2,000.00 |
| Software and programs to support success in the integration of software - PSA | | Private School: Effective Use of Technology | 527.89 |
| Repair, upgrades, and maintenance of Lu Interactive Walls | 2, 3, 4 | Safe and Healthy Students | 2,000.00 |
| Data services for ELLevation Platform to support English learners | 2, 3 | Well Rounded Education | 52,526.96 |
| | | | |
| | | Total for Object Code: | 534,869.47 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

| Item Description | Measurable Objective | Category | Total Cost |
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| | | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Title IV, Part A funds will be allocated to support professional development opportunities for teachers, administrators, and staff aimed at enhancing safe and healthy school environments, promoting well-rounded student initiatives, and facilitating the effective integration of technology. Professional travel may include attending conferences or bringing trainers into the division to deliver specialized training sessions.
Professional travel will be prioritized in alignment with the division's strategic framework, strategic agenda, and measurable objectives, as well as informed by quantitative and qualitative data. Guidelines for professional development will ensure that learning experiences are data-driven, sustainable, and collaborative, thus building school capacity effectively.
Before participating in professional travel, individuals will complete a pre-travel form outlining the professional learning objectives and strategies aligned with the established guidelines. Participants will be expected to share insights and ideas acquired during their training to benefit their colleagues within their schools and the broader division. Staff members engaging in professional development activities will also have the opportunity to disseminate learned ideas to participants in division-sponsored training sessions.
Equitable services will extend to participating private schools, with funds allocated based on their submitted needs assessments. This ensures that all schools, both public and private, have access to high-quality professional development opportunities that contribute to the continuous improvement of educational practices and student outcomes.

Includes indirect costs calculated at 2.7% for FY26, not to exceed the 2.0% administrative cap.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| Indirect costs not to exceed 2.0% administrative cap | 1, 2, 3 | Indirect Costs: Well Rounded Education | 14,626.09 |
| Indirect costs not to exceed 2.0% administrative cap | 2, 4 | Indirect Costs: Safe and Healthy Students | 6,286.91 |
| Indirect costs not to exceed 2.0% administrative cap | 4 | Indirect Costs: Effective Use of Technology | 178.60 |
| Professional Learning Travel to support academic achievement - PSA | | Private School: Well Rounded Education | 5,000.00 |
| Professional Learning Travel to support the effective use of technology - PSA | | Private School: Effective Use of Technology | 500.00 |
| Professional Learning Travel to support safe and healthy students - PSA | | Private School: Safe and Healthy Students | 500.00 |
| Professional Learning Travel to support physical or emotional health and safety | 1, 2, 3 | Safe and Healthy Students | 6,500.00 |
| Professional Learning Travel to support well-rounded education and academic support | 1, 2, 3 | Well Rounded Education | 6,500.00 |
| Professional Learning Travel to support integration of technology | 4 | Effective Use of Technology | 2,500.00 |
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| | | Total for Object Code: | 42,591.60 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

**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.**

Allocation of Title IV, Part A Funds for Instructional Materials and Supports:

*Curricular Resources: Funding will be allocated for a variety of instructional materials, including but not limited to Reach books, E-libraries, STEM kits, and consumables such as advanced course study guides, test preparation materials, literacy practice guides, and intervention resources. Resources will also be allocated for instructional materials that support adolescent literacy and academic success. These resources aim to promote academic excellence and provide students with the tools they need to succeed across various subject areas.

*Physical and Mental Health Support: Instructional supplies and resources will be provided to promote students' physical and mental well-being, including items like brain balls, athletic equipment, and recess kits. These resources aim to foster a positive school environment that supports students' holistic development and encourages healthy habits.

*Integration of Innovation and Technology: Funds will be allocated for instructional materials that facilitate the integration of innovation and technology into core content areas. These resources will empower educators to leverage technology effectively in their instruction, enhancing student engagement and learning outcomes.

*Private School Support: Instructional materials for private schools will focus on promoting physical well-being, encouraging imaginative play, and providing manipulatives for students with disabilities. These resources aim to create inclusive and effective learning environments that meet the needs of all students. 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.

Title IV, Part A funds will be used to purchase administrative program supplies. This may include consumable and non-consumable office supplies such as paper, folders, writing utensils, organizational supplies, flash drives, etc. to support the administration of the Title IV program.

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
|---|---|---|---|---|
| Instructional materials to support mental health and physical education, trauma, and | 4 | Safe and Healthy Students | | 22,000.00 |
| Instructional materials for programs that provide targeted academic support | 1, 2, 3 | Well Rounded Education | | 83,318.21 |
| Instructional materials to support core content for PSA | | Private School: Well Rounded Education | | 19,092.90 |
| Instructional materials to support the integration of technology for PSA | | Private School: Effective Use of Technology | | 800.00 |
| Instructional materials to support mental, physcial health and trauma for PSA | | Private School: Safe and Healthy Students | | 8,497.28 |
| Instructional materials to support graduation coaches | 3 | Safe and Healthy Students | | 1,000.00 |
| Administrative supplies | 1, 2, 3, 4 | Administrative: Well Rounded Education | | 5,808.83 |
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| | | | Total for Object Code: | 140,517.22 |

# DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

Provide a description for expenses related to object code. All capital outlay expenditures over $5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the 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.

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
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| | | | Total for Object Code: | 0.00 |

## 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<br>Award S367A250044<br>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** - |

## I. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Enter the number of each measurable objective from the "Narrative" tab the funded activity supports and choose the appropriate category for each expense in the dropdown list under "Category."**

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

### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

| Item Description | Measurable Objective | Category | FTEs | Total Cost |
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| | | Total for Object Code: | 0.0 | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
| | | | |

Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

| Item Description | Measurable Objective | Category | Total Cost |
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| | | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

| Item Description | Measurable Objective | Category | Total Cost |
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| | | Total for Object Code: | 0.00 |

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

| Item Description | Measurable Objective | Category | Total Cost |
|---|---|---|---|
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under $5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

**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.**

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
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Total for Object Code: 0.00

## DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

Provide a description for expenses related to object code. All capital outlay expenditures over $5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the 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.

| Item Description | Measurable Objective | Category | Quantity | Total Cost |
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| | | | Total for Object Code: | 0.00 |

## 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?

[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 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 [x] Certified Mail

[x] Telephone Calls [x] Meetings

[ ] Visits to the Private School [x] Other (Please specify) email

3. What is the public LEA's projected K-12 enrollment for the 2025-2026 school year? 62495

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

| | |
|---|---|
| a. Proposed Budget | $1,345,021.82 |
| b. Amount of funds allocated for administration | $26,900.43 |
| **c. Amount to use for set-aside calculations** | **$1,318,121.39** |

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** |

6. Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

Based on the needs assessments and meaningful consultations, the private schools will spend funds in the following manner:
Instructional materials to support art, health and physical education, music, and core subjects (math, science, STEM, history, literacy), and foreign language to include but not limited to IXL, MyON, VALLSS, Edgenuity, Freindzy, and Brainpop (WRE)
Instructional materials to specifically support STEM to include outdoor plants and vegetation, robotics kits, and drones (WRE, TECH) Instructional materials to support trauma-informed practices (SHS)
Instructional materials to support the collaboration of cognitive and physical activity (SHS, WRE)
Instructional materials to support the integration of technology (Tech) Materials Devices to support school safety to include but not limited to cameras and screening devices (SHS)
Professional development books and resources to support book studies and professional learning libraries (SHS, WRE)

Virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building and belonging (SHS)
Virtual and face-to-face professional development in effectively integrating technology into curricula and instruction (Tech)
Virtual and face-to-face professional development in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education (SHS)
Virtual and face-to-face professional development to ensure leadership development and management training to improve the quality of principals and organization leaders (WRE)
Virtual and face-to-face professional development in the use of data and assessments to improve instructional and student outcomes (WRE)
Tuition and coursework to improve the knowledge of teachers, principals and other educational personnel in one or more of the core academic subjects as well as effective instructional teaching strategies, methods and skills (WRE)

Tuition and coursework to support student achievement (WRE)

## CALCULATION OF SET-ASIDES

7. Complete the chart below:
   - In Column A, list all eligible private schools in the geographic boundaries of the LEA.
   - In Column B, indicate the participation status of the listed private school(s) for the 2025-2026 award year, as a result of consultation.
   - In Column C, enter the K-12 enrollment of private schools participating in services for the 2025-2026 award year.
   - Column D will automatically calculate the value of services for the 2025-2026 award year.
   - In Column G, indicate the method of notification to the non-participating private schools.

8. Provide a description of how Title IV, Part A funds will be used to support private schools beginning on row 28.

| Value of Services for Participating Private Schools – from Title IVA 2025-2026 Budget | Value of Additional Services for Participating Private Schools - from 2025-2026 Transferability | Total Value of Services for Public Schools from 2025-2026 Allocation | Total Value of Additional Services for Public Schools from 2025-2026 Transferability |
|---|---|---|---|
| 56,234.18 | 0.00 | 1,261,887.21 | 0.00 |

| A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|
| Private Schools | Participation Status for 2025-2026 Award Year? (Yes/No) | K-12 Enrollment | Value of Services for Participating Private Schools – from Title IVA 2025-2026 budget (calculated field) | Value of Additional Services for Participating Private Schools - from 2025-2026 Transferability | Total Value of Services (D+E) | Method of Notification (for Non-Participating Schools Only) | Release of Obligation? (Yes/No) | Amount of Funds Released | New Set Aside Amount from the 2025-2026 Budget | New Set Aside Amount from the 2025-2026 Transferability Budget |
| Catholic High School | Yes | 504 | 10,176.67 | 0.00 | 10,176.67 | | | | 10,176.67 | 0.00 |
| Chesapeake Bay Academy | Yes | 101 | 2,039.37 | 0.00 | 2,039.37 | | | | 2,039.37 | 0.00 |
| Enoch Christian Academy | Yes | 23 | 464.41 | 0.00 | 464.41 | | | | 464.41 | 0.00 |
| Kids of Grace Preschool and Kindergarten | Yes | 15 | 302.88 | 0.00 | 302.88 | | | | 302.88 | 0.00 |
| Gateway Christian Academy | Yes | 273 | 5,512.36 | 0.00 | 5,512.36 | | | | 5,512.36 | 0.00 |
| Norfolk Christian School- VA Beach Campus | Yes | 131 | 2,645.13 | 0.00 | 2,645.13 | | | | 2,645.13 | 0.00 |
| Saint Gregory the Great | Yes | 573 | 11,569.91 | 0.00 | 11,569.91 | | | | 11,569.91 | 0.00 |
| Saint John the Apostle | Yes | 290 | 5,855.63 | 0.00 | 5,855.63 | | | | 5,855.63 | 0.00 |
| Saint Matthew's School | Yes | 416 | 8,399.79 | 0.00 | 8,399.79 | | | | 8,399.79 | 0.00 |
| Star of the Sea Catholic School | Yes | 267 | 5,391.21 | 0.00 | 5,391.21 | | | | 5,391.21 | 0.00 |
| Strelitz International Academy | Yes | 102 | 2,059.56 | 0.00 | 2,059.56 | | | | 2,059.56 | 0.00 |
| Virginia Beach Friends School | Yes | 90 | 1,817.26 | 0.00 | 1,817.26 | | | | 1,817.26 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| All Saints' Day School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Bayside Presbyterian Preschool and Kindergarten | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Beach Day School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Cape Henry Collegiate School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Galilee Montessori School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Ivy League Christian Academy | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Kempsville Child Development Center | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| London Bridge Baptist Preschool and Kindergarten | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Montessori Children's House II | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| New Light Baptist School of Excellence | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Old Donation Day School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Raise Christian Academy | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Rivermont School -Tidewater | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Stratford Preschool | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Sunnybrook Day School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Tabernacle Baptist Academy | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Thalia Day School | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Thalia Lynn Child Care Center | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| Tidewater Collegiate Academy | No | | 0.00 | 0.00 | 0.00 | certified mail, phone calls, email | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| | | | 0.00 | 0.00 | 0.00 | | | | 0.00 | 0.00 |
| **Total Private School Set-Asides** | **12** | **2,785** | **56,234.18** | **0.00** | | | **Release of Obligation Amounts** | | **56,234.18** | **0.00** |
| | | | **Use this Figure for Private School Set-Asides in the 2025-2026 Budget** | **Use this Figure for Private School Set-Asides in the 2025-2026 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 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 hiring practices related to the grant. The division will encourage the involvement of a variety of stakeholders. 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 a variety of universities to recruit applicants for employment with VBCPS and that the highest qualified applicants are employed. Family engagement sessions are held to provide parents with information on various division opportunities and steps needed to participate in various programs in the school division. |

## EXPENDITURE ACCOUNT DESCRIPTIONS

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

### OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)
**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Capital Outlay Replacement**

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

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

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

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

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

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

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

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

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

## GENERAL ASSURANCES

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

**The school division/grantee assures:**

I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;

III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;

IV. It will adopt and use proper methods of administering each program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in
    Section 8501. Private School Children;
    Section 8502. Bypass; and
    Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;

D It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
.

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and

VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

## PROGRAM SPECIFIC ASSURANCES

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—

A Are among the schools with the greatest needs;

B. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);

C Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);

D Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or

E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));

II. Divisions or consortia that receives $30,000 or more will use—

A Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;

B Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and

C. A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));

III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities (ESEA Section 4105(c));

IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and

V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).

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SUBJECT TO CHANGE

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Federal Grant Applications 2025-2026

Department of Teaching and Learning
Tuesday, May 13, 2025

# Grant Funding

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SUBJECT TO CHANGE



| Grant | 2022-2023 Funding | 2023-2024 Funding | 2024-2025 Funding | 2025-2026 Projected Funding |
|---|---|---|---|---|
| Title I, Part A | $13,428,546.89 | $17,633,879.18 | $17,690,717.44 | 17,690,717.44 |
| Title I, Part D, Subpart 2 | $183,442.24 | $161,174.45 | $181,805.07 | $181,805.07 |
| Title II, Part A | $2,051,957.71 | $2,021,625.13 | $2,123,959.30 | $2,123,959.30 |
| Title III, Part A | $231,286.05 | $275,662.65 | $273,739.99 | $273,739.99 |
| Title IV, Part A | 897,247.25 | $1,038,157.93 | $1,345,021.82 | $1,345,021.82 |
| **TOTAL** | **$16,792,480.14** | **$21,130,499.34** | **$21,615,243.62** | **$21,615,243.62** |

# Title I, Part A
# Improving Basic Programs

## Funding: $17,690,717.44

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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SUBJECT TO CHANGE


# Title I, Part D, Subpart 2 Prevention and Intervention for Neglected, Delinquent or At-Risk

## Funding: $181,805.07

- Supports educational services for students in delinquent facilities such as the Crisis Intervention Home
- Supports transition of students from those facilities and JDC back to VBCPS
- Supports dropout prevention programs

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# Title II, Part A
# Supporting Effective Instruction

## Funding: $2,123,959.30

- Literacy Leaders
- Mathematics Coaches
- Equitable Services for Private Schools

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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

## Funding: $273,739.99

- English Learner Instructional Specialist
- Professional Learning
- Family Engagement
- Ellevation
- Equitable Services for Private Schools

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

## Funding: $1,345,021.82

- Advanced Placement (AP)  and International Baccalaureate (IB) assessment fees for free and reduced lunch recipients
- Graduation Lab coaches to support on-time graduation
- Instructional Coaches and Literacy Teachers
- Instructional Materials and Activities
- Professional Learning Opportunities
- Equitable Services for Private Schools

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# Questions

# Federal Grant Applications 2025-2026

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject: Budget Update** **Item Number: 12F**

**Section: Information** **Date: May 13, 2025**

**Senior Staff: Crystal M. Pate, Chief Financial Officer**

**Prepared by: Crystal M. Pate, Chief Financial Officer**

**Presenter(s): Crystal M. Pate, Chief Financial Officer**

**Recommendation:**

That the School Board receive information on the budget update based on new funding from the State.

**Background Summary:**

N/A

**Source:**

N/A

**Budget Impact:**

N/A currently

**Next Steps:**

The Preliminary Operating Budget Presentation was adopted on March 11, 2025. With new funding from the State; updated information will be presented to the Board for action in the coming weeks.

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CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# FY 2025/26 Budget and CIP Update

School Board Information

May 13, 2025

**Office of Budget Development**

# Agenda

- Budget Timeline
- State Budget Update
- Budget Needs
- Administration's Recommendation
- Reminder of Part II SEON Cuts
- Next Steps
- Questions/Comments

# Budget Timeline



# State Budget

| Revenue | FY 2024/25 Adopted | FY 2024/25 Amended | FY 2025/26 Proposed | FY 2025/26 Amended | Variance from Proposed |
|---|---|---|---|---|---|
| Federal | 14,744,107 | 14,744,107 | $14,744,107 | $14,744,107 | $0 |
| State | 364,283,405 | 383,220,849 | $387,488,845 | $401,073,914 | $13,585,069 |
| State Sales Tax | 91,663,766 | 88,878,833 | $94,290,730 | $94,290,730 | $0 |
| Local Contribution (RSF) | 473,491,696 | 473,491,696 | $493,933,340 | $493,933,340 | $0 |
| Other Local | 4,457,538 | 4,457,538 | $4,457,538 | $4,457,538 | $0 |
| **Total** | **948,640,512** | **964,793,023** | **$994,914,560** | **$1,008,499,629** | **$13,585,069** |

| Proposal | Amount | Balance |
|---|---|---|
| **Additional revenue from all sources** | | **$13,585,069** |
| Special Ed Add on (Not on Orginial Calc Tool) | ($2,694,929) | $10,890,140 |
| Instructional pay scale entry-level increase 2% to 3% (total 4.5%) | ($4,117,814) | $6,772,326 |
| Close Part II SEON cuts | ($4,792,903) | $1,979,423 |
| Increase CIP PAYGO funding | ($1,979,423) | **$0** |

# Budget Needs

- Increase the instructional pay scale entry-level from 2% to 3% plus a 1.5% step (total of 4.5%) - **$4,117,814**
- Close Part II cuts from SEON - **$4,792,903**
- Increase CIP PAYGO funding - **$1,979,423**
- Other (Suggestions from School Board)

# Administration's Recommendation

- **FY25:** Use bonus funds to give teachers $775 and all other FTE employees $525
- **FY26:**

| Budget Need | Cost | Spend down from $13,585,069 |
|---|---|---|
| Special Ed Add on | $2,694,929 | $10,890.140 |
| Instructional pay scale entry-level increase | $4,117,814 | $6,772,326 |
| Close Part II SEON cuts | $4,792,903 | $1,979,423 |
| Increase CIP PAYGO funding | $1,979,423 | $0 |

# Reminder of Part II SEON Position Cuts

| Departments | Number of Positions | Amount |
|---|---|---|
| Department of Budget & Finance | 2 | $196,196 |
| Department of Teaching & Learning | 3 | $198,809 |
| Department of Human Resources | 1 | $83,153 |
| Department of School Division Services | 25 | $1,629,150 |
| Office of the Superintendent | 1 | $110,000 |
| Department of School Leadership | 1 | $90,221 |
| Department of Technology | 1 | $136,647 |
| Total | 34 | $2,444,176 |

# Reminder of Part II SEON Line-Item Cuts

| Departments | Description | Amount |
|---|---|---|
| ALL | Temporary Employment Agreements | $190,000 |
| Department of School Division Services | Cut from SEON-general maintenance line | $1,000,000 |
| Department of School Division Services | Cut from SEON-technology contracted services | $229,500 |
| Office of Custodial Services | Recycling Program | $185,000 |
| Department of School Division Services | 5 Craftsman Temporary Employment Agreements | $211,104 |
| Department of School Division Services | Tririga software | $286,813 |
| Department of School Leadership | New Teacher Orientation-use contract hours | $246,310 |
| Total | | $2,348,727 |

# Next Steps

- City Council adopts SEON on **May 13**
- **Tonight,** receive School Board feedback/direction
- Present 2025/26 Budget and CIP amendments for **Action on May 27**
- Present 2025/26 Budget and CIP amendments to City Council in **June**

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

**Section:** Action **Date:** May 13, 2025

**Senior Staff:** Darnita L. Trotman, Ed.D., Chief Human Resources Officer

**Prepared by:** Darnita L. Trotman, Ed.D., 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 13, 2025, Personnel Report.

**Background Summary:**

List of appointments, resignations, and retirements for all personnel.

**Source:**

School Board Policy #4-11, Appointment

School Board Policy #4-16, Resignation and Job Abandonment

**Budget Impact:**

Appropriate funding and allocations.

**Next Steps:**

No further action needed.

Personnel Report
Virginia Beach City Public Schools
May 13, 2025
2024-2025

| Scale | Class | Location | Effective | Employee Name | Position/Reason | College | Previous Employer | not applicable |
|---|---|---|---|---|---|---|---|---|
| Assigned to Unified Salary Scale | Appointments - Elementary School | Malibu | 4/28/2025 | Kiara S Taylor | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Pembroke Meadows | 4/28/2025 | Rynard A Chapman | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Providence | 4/23/2025 | Logan Howlett | Special Education Assistant | Tidewater Community College, VA | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Thalia | 4/30/2025 | Karen J Miller | Cafeteria Assistant, 5.0 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Great Neck | 4/23/2025 | Busra Yigitoglu | Cafeteria Assistant, 6.5 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Larkspur | 4/23/2025 | Mattie Kilmer | School Nurse | Univ of Maryland Univ College, MD | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Old Donation School | 4/23/2025 | Rizza Sabinay | Cafeteria Assistant, 6.0 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Salem | 4/30/2025 | Austin Caudill | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Cox | 4/30/2025 | Damon MacDonald | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | First Colonial | 4/23/2025 | Derrick L Worlds | Cafeteria Assistant, 5.0 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Green Run Collegiate | 4/28/2025 | Alexandra C Oldfield | School Office Associate II | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Ocean Lakes | 4/23/2025 | Cedric Lim | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Renaissance Academy | 4/21/2025 | Brittany H Nattress | Technology Support Technician | not applicable | VBCPS | not applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Salem | 4/21/2025 | Kelly Mayone | School Office Associate II | not applicable | VBCPS | not applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Transportation and Fleet Management Services | 4/22/2025 | Julia Gayvoronskaya | Bus Assistant, 6.5 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Transportation and Fleet Management Services | 4/22/2025 | Geraldine B Robinson | Bus Assistant, 6.5 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Birdneck | 4/10/2025 | Angela L Renshaw | Cafeteria Assistant, 5.0 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Brookwood | 4/29/2025 | Chloe Smith | Custodian I (job abandonment) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Christopher Farms | 6/30/2025 | Alicia H Doody | Kindergarten Assistant (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Creeds | 4/11/2025 | Christine Riley | Cafeteria Assistant, 5.0 Hours (job abandonment) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Glenwood | 6/30/2025 | Amy N Garland | Physical Education Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Glenwood | 6/30/2025 | Ban J Payne | Physical Education Assistant, .500 (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Indian Lakes | 6/12/2025 | Habiba Harkati | Cafeteria Assistant, 5.0 Hours (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | John B. Dey | 6/30/2025 | Jenifer L Watkins | Kindergarten Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Kempsville | 5/16/2025 | Justin T Jurek | Custodian II Head Night (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Kempsville | 6/30/2025 | Stacy Combs | School Nurse (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | New Castle | 6/30/2025 | Tiffany Childs | Special Education Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Ocean Lakes | 6/30/2025 | Susan L Christian | Library/Media Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Ocean Lakes | 6/30/2025 | Christine H Williams | Kindergarten Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Pembroke | 6/30/2025 | Alexia R Vonner | Physical Education Assistant (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Trantwood | 5/2/2025 | Nese Tompkins | Cafeteria Assistant, 5.0 Hours (continuing education) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | White Oaks | 6/30/2025 | Alexis Fogg | School Nurse, .600 (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Woodstock | 4/4/2025 | Elesha G Wiley | Custodian II Head Night (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Bayside Sixth Grade Campus | 6/30/2025 | Rochelle Brantley | School Office Associate II (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Great Neck | 5/2/2025 | Cassandra A Moore | Custodian I (job abandonment) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Old Donation School | 4/25/2025 | Eugene Lee | Custodian I (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Princess Anne | 4/27/2025 | Caitlin X Kane | Cafeteria Assistant, 5.5 Hours (job abandonment) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Cox | 4/11/2025 | Sydirah Ellis | Cafeteria Assistant, 5.0 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Cox | 4/22/2025 | Christine N DeJesus | Cafeteria Assistant, 5.0 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Cox | 4/30/2025 | Patrice M Ciely | Special Education Assistant (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | First Colonial | 3/6/2025 | Joetta M Jones | Cafeteria Assistant, 6.5 Hours (job abandonment) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Kellam | 5/1/2025 | Tonya L Crisp | Cafeteria Assistant, 5.0 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Ocean Lakes | 4/25/2025 | Jared Ken R Deoferio | Custodian I (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Princess Anne | 6/30/2025 | Emily K Oman | Distance Learning Assistant (continuing education) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Salem | 4/23/2025 | Marquelle Wormley | Custodian I (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Tallwood | 6/30/2025 | Brian D Miller | School Security Officer I (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Technical And Career Education Center | 5/2/2025 | Christopher M Anderson | Security Assistant (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Department of Communications & Community Engagement | 4/30/2025 | Jason C Nichols | Coordinator Public Relations II (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Department of Communications & Community Engagement | 5/15/2025 | Mary Hunt | Administrative Office Associate II (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Food Services | 4/11/2025 | Katherine Perkins | Cafeteria Manager in Training (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Gifted Education & Academy Programs | 5/23/2025 | Maria Munson | Administrative Office Associate I (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Maintenance Services | 5/1/2025 | Lien Roach | Painter Craftsman III (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Student Support Services | 7/15/2025 | Sarah M Carstens | Psychologist (transfer of spouse) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 4/4/2025 | Nasiya S Brown | Bus Driver - Special Ed, 7.5 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 4/11/2025 | Israel D Hayward | Bus Driver - Special Ed, 6.5 Hours (family) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 4/25/2025 | Richard E Bernhardt | Bus Driver - Special Ed, 7.5 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 4/25/2025 | Jaquan J Owens | Bus Driver, 6.5 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 5/2/2025 | Gloria R Smith | Bus Assistant, 6.5 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 5/9/2025 | Ian A Clark | Bus Driver, 6.5 Hours (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 5/9/2025 | Brandon E Cox | Fleet Technician I (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 5/16/2025 | Tamika D Lawson | Bus Driver - Special Ed, 6.5 Hours (relocation) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2025 | Kelley Albro | Bus Driver, 6.5 Hours (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Corporate Landing | 6/30/2025 | Jennifer E Haws | Principal | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Fairfield | 6/30/2025 | Liheng Yan | Cafeteria Manager I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Glenwood | 6/30/2025 | Cheryl K Heinz | Cafeteria Assistant, 4.0 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | King's Grant | 6/30/2025 | Sharon D Smith | Custodian I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Point O'View | 6/30/2025 | Carolyn T Spence | Cafeteria Assistant, 5.0 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Seatack | 4/30/2025 | Cheryl L Nettingham | School Administrative Associate I | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Three Oaks | 6/30/2025 | Katherine M Lehman | Special Education Assistant | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Three Oaks | 6/30/2025 | Catherine C Price | Special Education Assistant | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Elementary School | Windsor Woods | 6/30/2025 | Nancy A Jelderks | Physical Education Assistant | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Middle School | Landstown | 6/30/2025 | Cathleen V Stephens | Cafeteria Manager II | not applicable | not applicable | not applicable |

Personnel Report
Virginia Beach City Public Schools
May 13, 2025
2024-2025

| Scale | Class | Location | Effective | Employee Name | Position/Reason | College | Previous Employer | not applicable |
|---|---|---|---|---|---|---|---|---|
| Assigned to Unified Salary Scale | Retirements - High School | Bayside | 5/31/2025 | Rondell S Bullock | Custodian III Head Night | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - High School | Princess Anne | 4/30/2025 | Sheila J Gorham | School Counseling Department Chair | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - High School | Renaissance Academy | 7/31/2025 | James D Miller | Director Alternative Education | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Department of Human Resources | 5/6/2025 | Mary A Gonzalez | Employee Relations Specialist | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Programs for Exceptional Children | 6/30/2025 | Nancy S Lamb | Physical Therapy Assistant | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Programs for Exceptional Children | 6/30/2025 | Julia W Quinones | Interpreter | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Security and Emergency Management | 6/30/2025 | Ja'ton L Hines | Security Officer | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Security and Emergency Management | 7/31/2025 | Thomas A DeMartini | Director Safe Schools | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Student Support Services | 7/31/2025 | Brenda M King | School Social Worker | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2025 | Robert Collette | Bus Driver, 6.5 Hours | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Transportation and Fleet Management Services | 7/31/2025 | Sherry D Scott | Bus Driver Trainer | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Transportation and Fleet Management Services | 7/31/2025 | Barbour C Sprouse II | Coordinator Transportation | not applicable | not applicable | not applicable |
| Assigned to Unified Salary Scale | Other Employment Actions - Elementary School | Brookwood | 5/2/2025 | Calee B Luckie | General Assistant | not applicable | not applicable | (employee changed resignation date from 6/30/25 to 5/02/25) |
| Assigned to Unified Salary Scale | Other Employment Actions - High School | Tallwood | 5/16/2025 | Elizabeth R GunHammer | School Nurse | not applicable | not applicable | (employee changed resignation date from 6/30/25 to 5/16/25) |
| Assigned to Instructional Salary Scale | Appointments - Middle School | Landstown | 4/21/2025 | Jessica L Rucka | Special Education Teacher | Capella University, MN | VBCPS | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Bettie F. Williams | 6/30/2025 | Madisen N Easter | Fifth Grade Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Christopher Farms | 6/30/2025 | Savannah B Matticks | First Grade Teacher (moved to public school system) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Diamond Springs | 5/13/2025 | Heather N Yudaim | Kindergarten Teacher (family) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Kingston | 6/30/2025 | Kellie J Rush | First Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Luxford | 6/30/2025 | Amanda M Berry | Special Education Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Malibu | 6/30/2025 | Courtney E McPhillips | Fourth Grade Teacher (family) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | New Castle | 6/30/2025 | Rebekah A Bures | Fourth Grade Teacher (family) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Pembroke | 6/30/2025 | Vianney Y Armer | Fourth Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Pembroke | 6/30/2025 | Aimee R Holland | Special Education Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Pembroke Meadows | 6/30/2025 | Elizabeth M Anderson | Second Grade Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Princess Anne | 6/30/2025 | Herbert A Tax Jr | Music/Vocal Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Salem | 6/30/2025 | Samantha A Lin | Kindergarten Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Tallwood | 6/30/2025 | Stephanie Eck | Fourth Grade Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Thoroughgood | 6/30/2025 | Virginia Conti | Fifth Grade Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Woodstock | 6/30/2025 | Carlee Kernodle | First Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Great Neck | 6/30/2025 | Erin G Goens | Eighth Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Landstown | 6/30/2025 | Danielle J Drew | Special Education Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Landstown | 6/30/2025 | Rachel E Storer | Eighth Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Larkspur | 6/30/2025 | Esther Fernandez Celda | Spanish Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Larkspur | 6/30/2025 | Katherine Figueroa | Eighth Grade Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Larkspur | 6/30/2025 | Anissa J Lewis | Special Education Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Larkspur | 6/30/2025 | Sarah E Warren | Eighth Grade Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Bayside | 6/30/2025 | Sara M White | Spanish Teacher (family) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Cox | 5/9/2025 | Pamela J Johnson | English Second Language (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Cox | 6/30/2025 | Eliot S Weinstein | Science Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | First Colonial | 6/30/2025 | Michael J Ferrara | English Teacher (family) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Kellam | 6/30/2025 | Sara L Nicotra | English Teacher (personal reasons) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Kempsville | 6/30/2025 | Ashley L Houchins | Marketing Education Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Landstown | 4/25/2025 | Anthony N Le | Technology Education Teacher (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Ocean Lakes | 4/22/2025 | Shirley L Hall | Latin Teacher (death) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Princess Anne | 6/30/2025 | Trevor J Troxel | Mathematics Teacher (relocation) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Resignations - Miscellaneous | Office of Programs for Exceptional Children | 6/30/2025 | Kaitlyn Hill | Speech/Language Pathologist (career enhancement opportunity) | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Birdneck | 6/30/2025 | Suzanne Rosignolo | Math Specialist | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Creeds | 6/30/2025 | Shannon D Altman | First Grade Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Creeds | 6/30/2025 | Jennifer L Walburn | Special Education Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Green Run | 6/30/2025 | April M Wommack | Special Education Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Kempsville | 8/31/2025 | Tracy J Sykes | Fifth Grade Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Trantwood | 6/30/2025 | Mary T Hawley | Gifted Resource Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Middle School | Bayside | 6/30/2025 | Karen L Beebe | Literacy Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Middle School | Corporate Landing | 6/30/2025 | Gustavo E Quinones | Spanish Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Middle School | Independence | 6/30/2025 | Laure J Haddock | Special Education Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - High School | Green Run Collegiate | 6/30/2025 | Lara Green | English Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - High School | Green Run Collegiate | 6/30/2025 | Andrew B Jackson | Social Studies Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Retirements - Miscellaneous | Department of Teaching and Learning | 6/30/2025 | Robin M Harrison | Pre-Kindergarten Resource Teacher | not applicable | not applicable | not applicable |
| Assigned to Instructional Salary Scale | Other Employment Actions - Elementary School | Arrowhead | 4/22/2025 | Laurie E Quint | Special Education Teacher | not applicable | not applicable | (employee rescinded retirement request) |
| Administrative | Appointments - Elementary School | Pembroke | 7/1/2025 | Dawn P Vang | Principal | Appalachian State University, NC | VBCPS | not applicable |
| Administrative | Appointments - Miscellaneous | Department of Technology | 5/14/2025 | Julie L Spencer | Coordinator Customer Support and Quality Assurance | Roosevelt University, IL | VBCPS | not applicable |

Viginia Beach City Public Schools
Personnel Report - May 13, 2025
2024-2025
Virginia Teachers for Tomorrow

**Recommended for the 2024-2025 Virginia Beach Future Teacher Awards and Contracts**

The following promising teacher candidates have completed the Virginia Teachers for Tomorrow program and/or the Early Childhood Education Program, have been recommended by their HS principal, and expressed their intent to obtain a teaching degree and return to VBCPS to teach. The SB of the City of Virginia Beach hereby conditionally approves a probationary contract of employment for these candidates upon meeting the terms of VBCPS Future Teacher Contract Agreement.

| Description | Scale | Class | School | Student Name |
|---|---|---|---|---|
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | An Achievable Dream Academy | Daniel Shank-Jones |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Allure Artis |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Heaven Brown |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Cherish Dildy |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Zacarah Hubbard |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Trenae Moore |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Kayla Sheppard |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Bayside High School | Viviane Tetrault |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Erma Bailey |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Sophia Fisher |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Cole Ludford |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Chase Parker |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Caroline Quick |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Cox High School | Callie Workman |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | First Colonial High School | Isabella Clark |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | First Colonial High School | Gianna Loller |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Green Run Collegiate | Alani Brittle |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Green Run Collegiate | Ariana Cottman |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Green Run Collegiate | Kayla McClellan |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Green Run High School | Jenna Britt |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Kellam High School | Joanna Jones |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Kempsville High School | Alayshia Hayes |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Kempsville High School | Alani Ott |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Landstown High School | Adrienne Faulkenberry |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Landstown High School | Rachael Hord |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Landstown High School | Dusten Ristau-Truett |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Landstown High School | Joel Westbrook |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Ocean Lakes High School | Thomas Dillard |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Ocean Lakes High School | Alyssa Egan |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Ocean Lakes High School | Marlie Smith |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Ocean Lakes High School | Erin Tucholski |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Ocean Lakes High School | Samyah Wilson |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Princess Anne High School | Destiny Holloway |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Princess Anne High School | Lys Lumagui |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Princess Anne High School | Lydia Munson |

Viginia Beach City Public Schools
Personnel Report - May 13, 2025
2024-2025
Virginia Teachers for Tomorrow

| Description | Scale | Class | School | Student Name |
|---|---|---|---|---|
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Princess Anne High School | Reese Sherman |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Giovanni Capistrano |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Mariyah Clark |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Ezyah Clarke |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Nayla Hill |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Haydn Hollowell |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Jia Qi Lin |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Gabrielle Lundy |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Salem High School | Aubrey Rockel |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Tallwood High School | Aniyah Guy |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Tallwood High School | Margaret Lundberg |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Tallwood High School | Gregory Reeves |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Tallwood High School | Genevieve Stewart |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Tallwood High School | Aidan Tardif |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Technical & Career Education Center | Hailey Akers |
| Teacher Candidate | Assigned to the Instructional Salary Scale | Other Employment Actions - Virginia Teachers for Tomorrow | Technical & Career Education Center | Grace Melendez |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** 2025 VSBA Excellence in Workforce Readiness Award **Item Number:** 15B

**Section:** Action **Date:** May 13, 2025

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

**Prepared by:** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Recommendation:**

That the School Board approve the nomination of Virginia Beach City Public Schools' partnership with the Regional Maritime Training System powered by the Hampton Roads Workforce Council for the 2025 Virginia School Board Association (VSBA) Excellence in Workforce Readiness Award.

**Background Summary:**

School divisions are encouraged to showcase workforce readiness efforts supported by their local school boards via the annual VSBA Excellence in Workforce Readiness Award program. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program/project within your school community with emphasis on:

- communication and collaboration with the business community.
- student engagement with the business community; or
- student entrepreneurial activities.

**Source:**

http://www.vsba.org/resources/excellence_in_workforce_readiness_award/
Maritime Jobs: A Pathway to Adventure and Professional Growth - Regional Maritime Training System

**Budget Impact:**

None

**Next Steps:**

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** General Fees Schedule **Item Number:** 15C

**Section:** Action **Date:** May 13, 2025

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

That the School Board approve the FY 2025/26 General Fees Schedule including the rates for student fees for optional/ancillary services or activities.

**Background Summary:**

School divisions may charge student fees approved by their local school boards pursuant to the provisions of 8 VAC 20-720-80 *Student Fees and Charges*. The attached fee schedule lists the current and recommended rates for student fees that are subject to school board approval. Fee adjustments or new fees for the 2025/26 school year are shown in red.

**Source:**

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

**Budget Impact:**

Revenue from General Fees typically cover all costs.

**Next Steps:**

No further action needed.

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

# General Fees Schedule 2025/2026

School Board Information

May 13, 2025

**Office of Budget Development**

# General Fees Schedule 2025/2026

| Fee/Assessment | Approved 2024-25 Rate(s) | Proposed 2025-26 Rate(s) |
|---|---|---|
| **Student Meal Prices** | | |
| Paid Lunch – Elementary/Secondary | $2.95 | $3.05 |
| Reduced Lunch – Elementary/Secondary | $0.40 | $0.40 |
| Paid Breakfast – Elementary/Secondary | $1.50 | $1.60 |
| Reduced Breakfast – Elementary/Secondary | $0.30 | $0.30 |
| A la Carte Items - Student | As needed – will not exceed 4% on any items | As needed – will not exceed 4% on any items |
| **Summer School Tuition Programs** | | |
| Level I – Summer School (full cost lunch) | Middle School = $140.00<br>High School, semester = $200.00<br>High School, year = $300.00 | Middle School = $140.00<br>High School, semester = $200.00<br>High School, year = $300.00 |
| Level II – Summer School (reduced cost lunch) | Middle School = $70.00<br>High School, semester = $100.00<br>High School, year = $150.00 | Middle School = $70.00<br>High School, semester = $100.00<br>High School, year = $150.00 |
| Level III – Summer School (free lunch) | Middle School = No charge<br>High School, semester = $40.00<br>High School, year = $75.00 | Middle School = No charge<br>High School, semester = $40.00<br>High School, year = $75.00 |
| Digital Campus Online Courses (Summer School) | $300.00 (full cost meals)<br>$150.00 (reduced cost meals)<br>$75.00 (free meals) | $300.00 (full cost meals)<br>$150.00 (reduced cost meals)<br>$75.00 (free meals) |
| Digital Campus Online HPE II with Virginia Driver Education Traffic Safety (Summer School) | $350.00 (full cost meals)<br>$200.00 (reduced cost meals)<br>$125.00 (free meals) | $360.00 (full cost meals)<br>$210.00 (reduced cost meals)<br>$135.00 (free meals) |
| HS/MS Band Summer Enrichment Program | $110.00 | $110.00 |
| HS/MS Strings Summer Enrichment Program | $110.00 | $110.00 |
| HS/MS Summer Vocal Music Camp Program | $110.00 | $110.00 |
| HS/MS Summer Theatre Camp Program | $110.00 | $110.00 |
| Algebra Prep Program (Summer School) | $140.00 | $140.00 |
| Getting to Know Pre-Algebra (Summer School) | No fee | No fee |
| **Driver Education Program Fees** | | |
| Behind the Wheel (School Year) | $210.00 | $250.00 (full cost meals)<br>$210.00 (reduced cost meals)<br>$210.00 (free meals) |

# General Fees Schedule 2025/2026

| Fee/Assessment | Approved 2024-25 Rate(s) | Proposed 2025-26 Rate(s) |
|---|---|---|
| **Driver Education Program Fees cont.** | | |
| Digital Campus Online HPE II with Virginia Driver Education Traffic Safety (School Year) | No fee | $60.00 |
| **Student Transcript Fees** | | |
| Current Students – Transcript Requests | $2.00 (if mailed) | $2.00 (if mailed) |
| Former Students – Transcript Requests | $5.00 | $5.00 |
| **Student Parking Fees** | | |
| General Parking Fees | $45.00 | $45.00 |
| ATC and Vo-Tech Parking Fee ($10.00 discount at home school) | $10.00 | $10.00 |
| Parking Fines | $25.00 | $25.00 |
| **Course Fees (Materials and Other Fees)** | | |
| ***Adult Learning Center – Adult Basic Education Courses*** | | |
| Registration Fee – VB Residents | $30.00 | $30.00 |
| Tuition - Nonresidents | Day Class - $40.00 per month<br>Evening Class - $30.00 per month | Day Class - $40.00 per month<br>Evening Class - $30.00 per month |
| Placement Evaluation Fee | $0.00 per person | $0.00 per person |
| ***Adult Learning Center – Community Education Courses*** | | |
| Tuition, Texts, and materials | $23.00 - $3,000.00 | $23.00 - $3,000.00 |
| Nonresident Surcharge | $12.00 per course | $12.00 per course |
| Processing fee (for transfers/withdrawals) | $15.00 | $15.00 |
| PN I – II Adult Student Licensed Practical Nursing Program | $2,750.00 | $2,750.00 |
| PN3 New Adult Licensed Practical Nursing (LPN) Program | $4,730.00 | $4,730.00 |
| PN3 Adult Student Licensed Practical Nursing (LPN) Program | $6,985.00 | $6,985.00 |
| ***Adult Learning Center – English Language Acquisition Program (ELA)*** | | |
| Registration Fee – Virginia Beach Residents | $50.00 | $50.00 |

# General Fees Schedule 2025/2026

| Fee/Assessment | Approved 2024-25 Rate(s) | Proposed 2025-26 Rate(s) |
|---|---|---|
| ***Adult Learning Center – English Language Acquisition Program (ELA) – cont.*** | | |
| Tuition – Non-Residents | $100.00 | $100.00 |
| ESL Textbooks | $50.00 - $120.00 | $50.00 – $120.00 |
| ***Advanced Technology Center Courses*** | | |
| Engineering Technology | $15.00 | $15.00 |
| Digital Design | $20.00 | $20.00 |
| TCE Career Pathway Summer Enrichment Camps | $125.00 | $125.00 |
| ***Business and Information Technology Courses*** | | |
| Computer Courses | $4.00 - $10 | $4.00 – $10.00 |
| ***Advanced Technology Center - Family and Consumer Science*** | | |
| Intro to Culinary Arts (HS) | $15.00 - $25.00 Year Long | $15.00 - $25.00 Year Long |
| Intro to Hospitality and Catering (HS) | $15.00 – 25.00 Year Long | $15.00 - $25.00 Year Long |
| Independent Living (HS) | $10.00 | $10.00 |
| Parenting and Early Learning Careers (HS) | $6.00 - $10.00 | $6.00 - $10.00 |
| Introduction to Design I (HS) | $20.00 | $20.00 |
| Introduction to Design II (HS) | $20.00 | $20.00 |
| Teen Living 6, 7, 8 (MS) | $12.00 - $20.00 | $12.00 - $20.00 |
| ***Substance Abuse Intervention Program (SAIP)*** | | |
| SAIP Drug Assessment Requirement | $35.00 - $65.00 | $35.00 - $65.00 |
| ***Technology Education Courses*** | | |
| Photography & Communications Technology | $10.00 - $15.00 | $10.00 - $15.00 |
| Electronic Systems | $10.00 - $15.00 | $10.00 - $15.00 |
| Construction Production | $10.00 - $15.00 | $10.00 - $15.00 |
| Power and Transportation Technology | $10.00 - $15.00 | $10.00 - $15.00 |
| CAD Technical Drawing | $5.00 | $5.00 |
| Technology Education 6, 7, 8 (MS) | $5.00 - $15.00 | $5.00 - $15.00 |
| **Technical & Career Education Center Courses** | | |
| Practical Nursing I and II (LPN HS) | $995.00 | $986.00 |
| Cosmetology (tool kits) | $300.00 | $294.00 |
| Electronics/Robotics I (lab pack fee) | $25.00 | $30.00 |
| Electronics/Robotics II (lab pack fee) | $30.00 | $35.00 |
| Pharmacy Technician | No fees required for SY 24-25 | No fees required for SY 25-26 |
| Post-grad Program Completer Fee | $250.00 per semester | $250.00 per semester |

# General Fees Schedule 2025/2026

| Fee/Assessment | Approved 2024-25 Rate(s) | Proposed 2025-26 Rate(s) |
|---|---|---|
| **Middle and High School Summer Programs** | | |
| ***Summer Camps/Programs*** | | |
| Beginning Summer Band & Orchestra (MS Guide Only) | $110.00 | $110.00 |
| Intermediate Summer Band & Orchestra (MS Guide Only) | $110.00 | $110.00 |
| Career Pathway Summer Enrichment Camps | $125.00 | $125.00 |
| Cyber Security Summer Camp (ATC) | $125.00 | $125.00 |
| **Athletic Tickets** | | |
| **Middle School** | | |
| Adult Ticket | $3.00 | $6.00 |
| Student Ticket | $2.00 | $3.00 |
| **High School** | | |
| Adult Ticket | $7.00 | $10.00 |
| Student Ticket | $4.00 | $5.00 |
| Children (not of school age) | Free | Free |
| Athletic Pass (3 or less) | $65.00 each | $71.50 each |
| Athletic Pass (4 or more) | $54.50 each | $59.95 each |
| Nonresident Student Tuition | | |
| VBCPS Full Time Employees – Elementary Level (ADM eligible, no transportation) | $0.00 | $0.00 |
| VBCPS Full Time Employees – Secondary Level (ADM eligible, no transportation) | $0.00 | $0.00 |
| Other – Elementary Level (ADM eligible, no transportation) | $5,800.00 | $6,600.00 |
| Other – Secondary Level (ADM eligible, no transportation) | $5,500.00 | $6,200.00 |
| F-1 Student Tuition (Unsubscribed, Not ADM eligible) | $15,400.00 | $16,300.00 |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

**Subject:** Tie vote procedure pursuant to Code of Virginia § 22.1-75- Motion from May 6, 2025 Special Meeting **Item Number:** 15D

**Section:** Action **Date:** May 15, 2024

**Senior Staff:** N/A

**Prepared by:** Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board vote on Motion to amend the previous vote, namely, to amend the April 8, 2025 School Board Resolution to comply with legal obligations in exchange for receiving federal financial assistance to pause the below listed portions of the April 8th Resolution until the federal courts have ruled whether Executive Order #14190 can be enforced:

a. Resolution Sections 1, 3, 4, 5 and 6.
b. Resolution Section 2 the second sentence regarding suspension of all educational programs offerings that do not comply with the above federal guidance, including but not limited to: the Equity Plan, the Equity Dashboard, and any educational program offerings that would not comply.

**Background Summary:**

At the May 6, 2025 Special Meeting of the School Board, the above noted motion was presented to the School Board. There were ten members of the School Board present at the May 6, 2025 Special Meeting and the vote on the Motion was 5 ayes and 5 nays. Code of Virginia § 22.1-75 Procedure in case of tie vote states in part "In any case in which there is a tie vote of the school board of any school division when all the members are not present, the question shall be passed by until the next meeting when it shall again be voted upon even though all members are not present." There were only 10 of the 11 School Board Members present at the May 6, 2025 Special Meeting of the School Board, to comply with Code of Virginia §22.1-75, the Motion from the May 6, 2025 Special Meeting has been added to the Action Agenda for the May 13, 2025 Special Meeting,

**Source:**

Code of Virginia, 1950, as amended, § 22.1-75. Procedure in case of tie vote

**Budget Impact:**

None

**Next Steps:**

None at this time.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

**Section:** Closed session **Date:** May 13, 2025

**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, Paragraphs 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

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. Settlement offer and trial preparation for a pending federal case.
B. Status of personnel investigations by Department of Internal Audit.
C. Appointment of citizen members to School Board Citizen Advisory Committees effective July 1. 2025.
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:**

No budgetary implications.

**Next Steps:**

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE



School Board of the City of Virginia Beach
Bylaw 1-48

**SCHOOL BOARD BYLAWS**

## Decorum and Order-School Board Meetings

### A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

### B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

### C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

   At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

   To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

   - Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
   - Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
   - Use of noise making devices
   - Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
   - Calling out or making comments when not called to address the School Board
   - Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
   - Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
   - Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

   The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

**D. Other methods of communicating with the School Board**

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

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

**E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.

**F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.

**G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.

**H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.