COMMONWEALTH of VIRGINIA

Office of the Attorney General
Richmond 23219

202 North Ninth Street
Richmond, Virginia 23219
804-786-2071
804-371-8947 TDD

Jason S. Miyares

MEMORANDUM

TO: Joan Wodiska, Chair
Standing Committee on College Laboratory Partnership Schools
Board of Education

FROM: Deborah A. Love DAL
Senior Assistant Attorney General

DATE: April 10, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Old Dominion University – Chesapeake Public Schools

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Old Dominion University for its partnership with Chesapeake Public Schools (version named "CPS-ODU Lab School Final 2404 V2 Sanzo.docx"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on April 2. This confirms information I provided on April 8.

In my view, all comments made by OAG have been satisfactorily addressed. In my view, there are no legal impediments to the Standing Committee's consideration of this application. I note that my review does not embrace curricular considerations, the financial plan, or budgeting aspects of the proposal, nor do I offer any opinion as to the merits of the application. This assessment applies to the application reviewed, and not to any subsequent changes.

If you have any questions, please contact me at the address above, by telephone at (804)786-3807, or by electronic mail at dlove@oag.state.va.us.

cc: Dr. Lisa Coons, Superintendent of Public Instruction
Andy Armstrong, Assistant Superintendent of Strategic Innovation

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

College Partnership Laboratory School Standing Committee Members:

The Virginia Department of Education (VDOE) review committee, consisting of subject matter experts have reviewed the application and affirm that all required elements of the application, including the school's educational program, governance, management structure, financial plan (including sustainability plan), placement plan, and other assurances have been provided. Additional, specific review has been conducted by the agency's curriculum and policy teams.

More specifically, this application meets all needed requirements associated with the school's proposed curriculum and graduation requirements.

This application is complete and compliant.

Andrew Armstrong, Ph.D., Assistant Superintendent of Strategic Innovation

Jason Ellis, Director of Assessment

Jason Ellis

Digitally signed by Jason Ellis
Date: 2024.04.11 09:46:37 -04'00'

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Populations

Samantha Marsh Hollins

Last revision: *January 8, 2024*

Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022
Updated June 30, 2023
Updated January 8, 2024

School Name: **Computer Science Lab School**
Date of Submission to Virginia Board of Education:

Name of Authorized Official: Luanne Bowman **Date:**
Associate Vice President for Academic Affairs **Date:** 4/8/24
Signature of Authorized Official:

Application Completion Instructions & Mailing Information

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link: https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools

Complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

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Part A: Applicant Information

School Information

Lab School Name: Computer Science Lab School

Proposed Opening Date**:** August 2025 - the opening date will align with the Chesapeake Public Schools' 2025-26 school calendar.

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	☐	Sixth Grade	X
Kindergarten	☐	Seventh Grade	X
First Grade	☐	Eighth Grade	X
Second Grade	☐	Ninth Grade	☐
Third Grade	☐	Tenth Grade	☐
Fourth Grade	☐	Eleventh Grade	☐
Fifth Grade	☐	Twelfth Grade	☐

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, provide this information in the education program section of the narrative.

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

The Computer Science Lab School at Oscar Smith Middle will be part of the planned statewide hub network of computer science lab schools. The purpose of the statewide hub network is to provide connections between regional school districts as they expand their efforts to develop the future computer science tech talent pipeline in the Commonwealth of Virginia. Specific goals of the network include:

- Assessing and identifying best practices for computer science education in K-12
- Leveraging regional strengths to address opportunities to enhance computer science education
- Providing opportunities for statewide research projects on computer science education
- Ensuring that K-12 students receive the computer science training they need for career readiness and college pathways
- Building communication channels between K-12 educators and university partners
- Connecting current and future Virginia industries with computer science educators

The need for computer science and computer engineering professionals has escalated in the past decade. With 627,763 computing jobs available in the United States and less than 71,226 new computer science graduates each year, the need for more computing graduates is clear (Code.org, n.d.). Computing jobs requiring a bachelor's degree pay between $89,190 and $116,780 (Bureau of Labor Statistics, 2020). Experts agree that the future growth of the technology sector requires a workforce trained in computer science and computer engineering. The Commonwealth of Virginia recently announced a two-billion dollar investment in expanding the number of

computer science and computer engineering graduates, with the bulk of these funds going to new faculty, capital costs, and operational support (Tech Talent Investment Program, 2020). While efforts are underway to prepare the future computing workforce, without measures specifically tailored to low-income and disadvantaged students, the social, racial, and gender inequity currently found in the computing workforce will expand. Experts note that waiting until students are in high school or college to prepare them for computer science pathways is insufficient (Carter et al., 2012). A clear need exists to introduce low-income, academically gifted middle school students to computer science coursework.

The focus of the Computer Science Lab School (CSLS) is to prepare students for the technology talent pipeline and to increase the number of K-12 teachers prepared to teach Computer Science in support of that pipeline. CSLS will develop a complete program of study focused on computer science and a regional focus that aligns with workforce needs. In addition to exposure and experience with programming concepts through various coding languages, the prospective program of study will integrate with the current academies in place in Chesapeake. Oscar Smith Middle School (OSM) is located in the South Norfolk area of Chesapeake. Open to all students of the commonwealth, CSLS will be established at OSMS and with just over 1,050 students, minority enrollment at OSM is 84%. Students at OSM fall into the bottom half of all schools in Virginia on Standards of Learning (SOL) testing results. The school has over 97% free and reduced lunch-eligible students (VDOE, 2019-2020).

If the college partnership laboratory school is going to be in partnership with local school division(s), name the school division(s) and describe the agreement between all the parties or provide a copy of the agreement that sets the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Old Dominion University (ODU) is partnering with Chesapeake Public Schools (CPS) to design and open the Computer Science Lab School. Old Dominion University will serve as the fiscal agent. All lab school employees will be employees of ODU in their capacity as lab school personnel. ODU will provide stipends to the Lab School personnel. ODU will lead the educator preparation, including ongoing professional development and research components of the grant with CPS leading the curriculum design and development, as well as the academic components of the school. CPS and ODU will partner to design and implement recruitment and community outreach initiatives coordinated by the Lab School Coordinator and Instructional Coaches.

If the college partnership laboratory school is going to be in partnership with the local school division(s), name the school division(s) and describe the agreement between all the parties. Provide a copy of the agreement that sets the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Old Dominion University is partnering with Chesapeake Public Schools to design and open the Laboratory School. Old Dominion University will serve as the fiscal agent. All lab school employees will be employees of ODU in their capacity as lab school personnel. ODU will lead the educator preparation and research components of the grant, with Chesapeake Public Schools leading the curriculum design and academic components of the school. Chesapeake Public Schools and ODU will partner to design and implement recruitment and community outreach initiatives, coordinated by the Academy Coordinator.

All applicants must provide current, signed letters of support from all partner local school divisions and institutions of higher education. Local school division letters of support should include signatures from at least the current School Board Chair and Superintendent, and should reference specifics of any financial commitment by the School Board on behalf of the Lab School.

Contact Information

Name of Individual/Organization Submitting Application:	Old Dominion University
Name of Contact Person for Application:	Luanne Bowman
Title/Affiliation with Individual/Organization Submitting Application:	Associate Vice President for Academic Affairs
Office Telephone: 757-683-3808	Mobile Telephone: 304-593-1587
Fax Number:	E-mail Address: lbowman@odu.edu

Prior Experience

Has the applicant had any prior experience operating a college partnership laboratory school or similar school?
Check one of the following: Yes X No ☐

If the response to the question above is "yes," describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:

The Director of College and Career Readiness brings experience and expertise with overseeing specialized schools and academies similar to the Computer Science Lab School concept. Dr. Windham served as principal of the Chesapeake Career Center, a specialized trade school in Chesapeake serving students in grades 10-11. During her tenure, she and her team implemented dual enrollment programs for students to earn Career Studies certificates from Tidewater Community College in six career-focused areas. In addition, her team restructured work-based learning and hired the first Workforce Development Coordinator for the Chesapeake Career Center to connect students to employers for work-based learning and employment opportunities.

In her current Central Office role, she continues to oversee the instructional courses and programs at the Chesapeake Career Center, as well as the three specialized Lab School programs. The Chesapeake Career Center now offers 19 specialized programs, of which 11 are dual enrollment. Student enrollment has increased in the Governor's STEM, Science and Medicine,

and International Baccalaureate academies from approximately 240 to 400 students in each. Recently, she and her team implemented the Eastern Virginia Medical School (EVMS) Health and Medical Sciences Lab School, a Lab School designed in partnership with EVMS to provide quality instructional and work-based learning experiences to high school students interested in the field.

Specialized Academies/Centers

- Chesapeake Career Center, Chesapeake Virginia, opened in 1967.
- Governor's STEM Academy, housed at Grassfield High School, Chesapeake Virginia, opened in September, 2008.
- International Baccalaureate Academy, housed at Oscar Smith High School, Chesapeake Virginia, opened in September, 2004.
- Science and Medicine Academy, housed at Deep Creek High School, Chesapeake, opened in September, 2011.

The Director of Curriculum and Instruction brings 36 years of experience in public education, including expertise in being part of the team that opened Jones Magnet Middle School in Hampton City Schools (HCS). Jones Magnet Middle opened in 1998, and added a school within a school with the HCS gifted middle school center two years later. The Director of Curriculum and Instruction also collaborated in the VDOE application and establishment of the Governor's STEM Academy at Heritage High School in Newport News Public Schools in 2012. During her tenure, she and her team implemented the English Learner Welcome Center and dual language immersion programs at three elementary schools in Newport News Public Schools, which are still in operation and have expanded.

Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

Dr. Augustine "Austin" Agho became Old Dominion University's Provost and Vice President for Academic Affairs in June 2016. The Provost is the chief academic officer at ODU, with responsibility for all undergraduate and graduate education programs, faculty recruitment and retention, and accreditations. Prior to becoming Provost at ODU, Dr. Agho served as Dean of School of Health and Rehabilitation Sciences at Indiana University-Purdue University at Indianapolis and as the Founding Dean of the School of Health Professions and Studies at University of Michigan-Flint. He also served as a faculty member and director of the Health Care Management Program at Florida A&M University, and University of Illinois-Springfield. Provost Agho led the efforts to create the Urban Health and Wellness Center, a nursing and physical therapy clinic at the University of Michigan-Flint and supported the student-run interprofessional health clinic at Indiana University. Provost Agho served as a member of the American Council on Education Commission on Internationalization and Global Engagement and is currently a Board Member of the Virginia-North Carolina Louis Stokes Alliance for Minority Participation. He has published several peer-reviewed articles in top-tiered journals and secured over $5 million in grants from government agencies and foundations. Dr. Agho received his BA in Management Science from Alaska Pacific University, Master of Health Administration from Governors State University in Illinois, and Ph.D. in Health and Hospital Administration from the University of Iowa, Iowa City.

Dr. Brian K. Payne is the vice provost for academic affairs at Old Dominion University, where he is tenured in the Department of Sociology and Criminal Justice. Payne is the author or co-author of more than 160 journal articles and seven books including *White-Collar Crime: The Essentials* (Sage), *Family Violence and Criminal Justice* (Elsevier, with Randy Gainey), *Crime and Elder Abuse: An Integrated Perspective* (Charles C Thomas), and *Introduction to Criminal Justice: A Balanced Approach* (Sage, with Will Oliver and Nancy Marion). He is the director of the Coastal Virginia Center for Cyber Innovation and serves as his institution's SACSCOC Liaison. He led the development and currently oversees the School of Cybersecurity, School of Data Science, and School of Supply Chain Logistics, and Maritime Operations. His administrative areas of oversight include the Institutional Effectiveness and Assessment, Academic Success Center, Registrar's Office, Honors College, Undergraduate Studies, Center for High Impact Practices, and Institute for Design Thinking and Leadership Development. Payne is a past president of the Southern Criminal Justice Association and the Lab School of Criminal Justice Sciences and former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling more than $6.5 million.

Dr. Tish Szymurski serves Old Dominion University as associate vice president for regional higher education centers. Dr. Szymurski joins ODU from Reinhardt University, where she was the Vice President for Marketing and Strategic Partnerships. There, she also served as the Interim Vice President for Enrollment Management, and as Assistant to the President for Special Projects. With her team, she collaborated across campus to create integrated marketing strategy and plans for recruitment, with a primary responsibility for extending institutional reach with creative and innovative strategy. She was also a business coach in Georgia high schools, leading partnership development with organizations like 3DE - a national organization focused on the re-engineering of K-12 education, and Junior Achievement. She also spearheaded linkages to the burgeoning Atlanta film industry that led to university exposure, new revenue streams and innovative opportunities and global professional career connections for students. Dr. Szymurski has worked across institutions and communities on curriculum design, marketing, program development, and building sustainable partnerships with local, regional, national, and international partners. She has authored curriculum for several adult degree completion programs, led national advising networks, and is an expert in prior learning review. Dr. Szymurski was also Dean, Continuing Adult and Professional Studies at Neumann University, where she was responsible for adult degree completion programs, customized training and development for business and industry, and workforce development initiatives – a role similar to those she held at Agnes Scott College, Emory University, the Wharton School of Business at the University of Pennsylvania, University of Delaware, and Penn State University, respectively. In addition to her roles in Higher Education, Dr. Szymurski was part of a leadership team that developed and launched Graduate!Philadelphia, a successful non-profit organization in Philadelphia that removes barriers for adults to return to their education and addresses workforce interests and needs; and Graduate!Network, replicating the business model with cities and organizations across the country.

Superintendent Dr. Jared A. Cotton began his educational journey in Chesapeake as a proud graduate of Great Bridge High School. After graduation, he attended Tidewater Community College, where he discovered a passion for teaching, earning an associate's degree in Education. He continued his education at Old Dominion University, where he earned a bachelor's degree in Middle School Education. Then, he received a master's degree in Educational Administration

from The George Washington University and earned his doctorate in Educational Administration and Policy Studies from in 2003. He holds an Instructional Technology Certificate from the University of Virginia and a Certificate in Change Leadership from Cornell University. In 2011, Dr. Cotton attended the Leadership Institute for Superintendents at the Harvard Graduate School of Education. He received his National Superintendent Certification through the AASA, The School Superintendents Association in 2016.

He returned to Chesapeake in 1992, where he started his twenty-five-year career in education as a fifth grade teacher at Crestwood Intermediate School, where he once attended as an elementary student. He later served in various roles throughout the division, including Instructional Technology Specialist, Summer School Coordinator for the Chesapeake Career Center (formerly known as the Center for Science and Technology), Assistant Principal at both Hickory Middle School and E. W. Chittum Elementary School, Principal at G. A. Treakle Elementary School, and Director of Assessment and Accountability.

Dr. Cotton served for more than six years as the Associate Superintendent for Educational Leadership and Assessment for Virginia Beach City Public Schools before being appointed as the Superintendent for Henry County Public Schools in 2012. He served Henry County for over six years and was named the 2019 Virginia State Superintendent of the Year by the Virginia Association of School Superintendents. Recently, Dr. Cotton was awarded the 2022 Communication Technology Award for Superintendents by the National School Public Relations Association (NSPRA). Dr. Cotton has a strong background in strategic planning and curriculum and instruction.

Mrs. Diane W. Edwards has served as Chesapeake Public Schools' Chief Academic Officer for the past two years. She received both her Bachelor of Science in Education and Master of Science in Special Education degrees from Old Dominion University. She also received her K-12 Administrative Endorsement from Norfolk State University.

She brings over 43 years of educational experience to each of her roles - 38 of those years have been in Chesapeake Public Schools. She began her career as a first-grade and special education teacher and later held vast and varied administrative positions. She has served her district as a Special Education Administrator, Assistant Principal, Staff Assistant to the Assistant Superintendent, Principal, Program Administrator for Federal Programs, Director of Testing, Division School Improvement Liaison, and currently Chief Academic Officer. While impactful in each role, she readily relies on the experience gained in the diversity of the three schools she led in her 13 years as principal - in an affluent area of our city, in a middle-income community, and in one of the Title I schools that feeds into Oscar Smith Middle School. Each of these unique experiences prepared her to support the needs of all of our Chesapeake schools. Mrs. Edwards' extensive principal experience has also led her to perform consultant work mentoring and training principals for the National Association for Elementary School Principals for the past decade.

> The Applicant agrees the completed Lab School Application was reviewed by Applicant's representative legal counsel and provides assurances that the proposed Lab School School's curriculum, programs and any related Lab School administration meet

all federal and state statutory compliance requirements and the Applicant's obligations created therein.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:

Title/Affiliation with the Institution of Higher Education:

Office Telephone: Cell Telephone:

Fax Number: E-mail Address:

Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § 22.1-349.5 of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

1. Describe briefly, in no more than 500 words, the focus, goals and objectives of the proposed college partnership laboratory school. Highlight the innovations this school plans to bring to its educational vision for students and how this lab school adds value to the experience on behalf of K12 students and staff, university students and staff, and the greater community. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents or guardians, school systems, and in various documents produced by the Governor's Office. It must be concise and relate directly to the mission of the school.

The Computer Science Lab School (CSLS) at Oscar Smith Middle (OSM) is dedicated to seamlessly integrating computer science into the curriculum through a human-centered design thinking framework. As part of the statewide Lab School Network, this collaborative initiative brings together Chesapeake City Public Schools (CPS) and Old Dominion University (ODU). In alignment with research emphasizing the importance of early academic preparation for underrepresented students in the technology talent pipeline, the CSLS will actively recruit 5th, 6th, and 7th grade students. Selection will be open to all students in the Commonwealth and will employ a fair lottery system.

The CSLS embraces design thinking practices, engaging K-12 students, teachers, college students, and industry representatives in shaping innovative teaching and learning activities. With a strong emphasis on project-based learning and hands-on approaches, the school aims to cultivate computational thinking, problem-solving, critical thinking abilities, and other essential skills crucial for success in computer science coursework.

In addition to its core objectives, the CSLS will leverage grade-level capstone projects, exhibitions of learning, and digital portfolios to enrich the educational experience. These capstone projects, tailored for each grade level, serve as culminating experiences that showcase students' mastery of computer science concepts and skills. Exhibitions of learning provide platforms for students to present and demonstrate their projects, fostering a culture of collaboration and knowledge sharing within the school community.

Digital portfolios become integral to student assessment and growth tracking, enabling individuals to curate and showcase their achievements, projects, and progress throughout their CSLS journey. This not only empowers students to take ownership of their learning, but also serves as a valuable resource for teachers, parents, and potential employers to gauge the depth of students' skills and accomplishments.

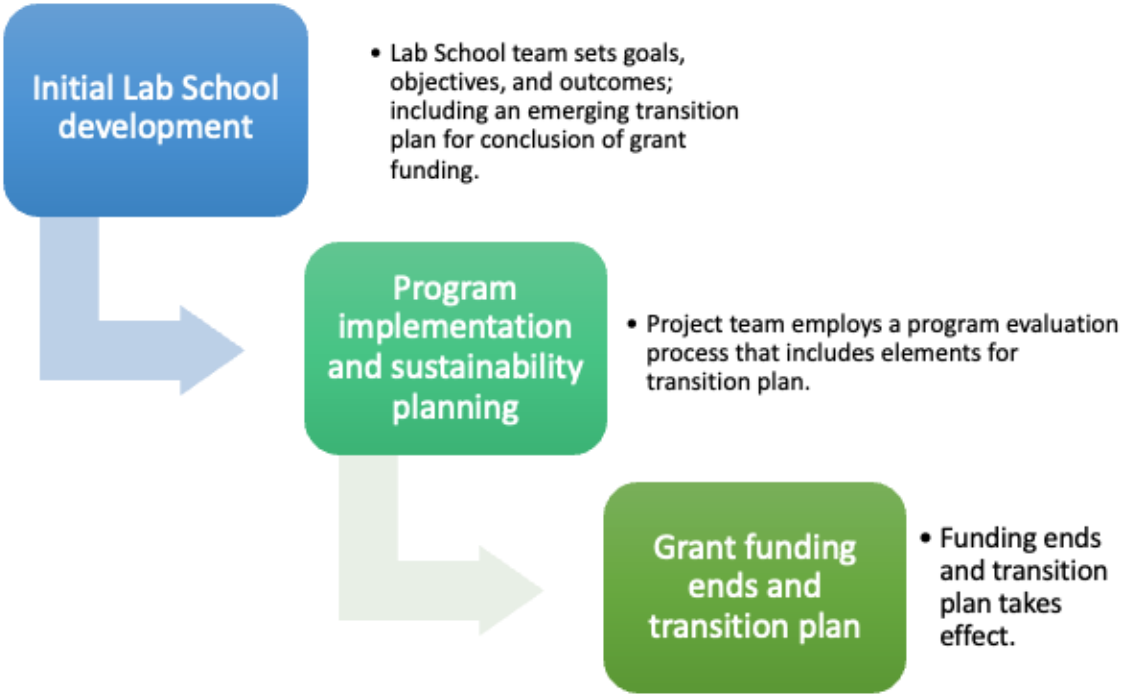
The CSLS maintains a dual focus: preparing students for the integrated world of computer science through the strengthening of the technology talent pipeline and increasing the number of K-12 teachers equipped to teach computer science. The Lab School remains committed to developing a comprehensive program of study centered around computer science, complemented by a regional focus aligned with current workforce needs.

Infusing human-centered design thinking into its approach, the CSLS strives to create an environment that imparts technical knowledge while nurturing creativity, collaboration, and critical thinking. The utilization of a lottery system ensures equitable access to the opportunities provided by the CSLS, fostering inclusivity and diversity among its student body. Through these efforts, the CSLS aims to contribute significantly to prepare a skilled workforce for the technology sector and bridge the gap in computer science education, making it a valuable asset to both the educational system and the broader community.

2. Sustainability Plan Overview
   For College Partnership Laboratory Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the "why" and "what" of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed college partnership laboratory school model. Include the following factors in your response:

   - What resources (e.g., financial, political capital, staff talents and interests) will support the proposed college partnership laboratory school model?
   - What regular check-in structures are in place to ensure continued efficacy of the proposed college partnership school/programs?
   - What community and/or non-profit partnerships will be developed?
   - What public sector leaders and private corporations are interested in the proposed college partnership school's work?
   - Who is the coalition/advisory group of supporters who will champion the school externally?
   - What other financial resources will support the proposed college partnership laboratory school model?

The Lab School's plan for sustainability is built upon our current efforts to build a coalition of vested partners and collaborators around our Lab School network. Leveraging Old Dominion University's STEM initiatives, we are working with our STEM ecosystem partners to identify potential revenue sources to sustain the initiative upon the conclusion of the grant funding.



ODU and CPS recognize the critical importance of using a multilayered approach to building and sustaining its Lab School. Sustainability entails securing both the long-term financial viability of the school as well as the strength and sustainability of the academic model being proposed. In order to ensure the fiscal wellbeing of the school beyond the initial funding grant, ODU and CPS are working together to balance the cost of innovation and implementation with available funding from local, state, and federal sources. The ODU Philanthropic and Corporate outreach team are working on a long-term fundraising approach to secure grants from foundations and corporate sponsors to support the school. Tidewater Community College Computer Science faculty will be invited to be on the community committee, which will support the sustainability plan. This will assist with support outreach and CS ecosystem alignment

The Director of the Institute for Design Thinking and Leadership Development will work with the CSLS team to pursue grant funding to support the innovations and overall Lab School. As part of this effort, a sustainability committee will be developed and meet regularly to discuss the sustainability and plan and outreach and ensure the continued efficacy of practice. Chesapeake Public Schools will examine and explore budgeting of the academic personnel as the Lab School progresses.

The ODU Philanthropic and Corporate outreach team are working on a fundraising approach to support the school by promoting sustainability through the establishment of strong, mutually beneficial relationships with community partners. The Community Engagement and Recruitment Coordinator will work to develop relationships with community members and non-profits to help support the sustainability of the Lab School and the CPS Family and Community Engagement Department will also support sustainability efforts. The Lab School looks to invest in the broader Chesapeake community by preparing its students with experiences that will persist through their

schooling and into the workforce. Partnerships with key community stakeholders will both help to ensure the success of the Lab School and also benefit from its achievements. Strong partnerships will promote sustainability by securing resources to sustain the school. In addition, they will help maintain connections to the workforce, which will help ensure the continued relevance and high quality of the academic program. These partnerships will include those within ODU, such as with the Darden College of Education and Professional Studies, College of Sciences, The Department of Computer Science, the ODU Tech Talent Pipeline, and the School of Cybersecurity. They will also extend beyond the school into the division, leveraging the curricular and pedagogical expertise of its educators to inform the development and support of the Lab School. In addition, the Lab School will deepen existing partnerships and establish new ones with workforce and industry partners. These stakeholders will provide students with authentic opportunities to connect their academic exploration with possible career opportunities. Those partners will likely include the Hampton Roads Workforce Council, the Hampton Roads Alliance, as well as partners in the logistics and supply chain, defense and security technologies, and healthcare industries.

We also plan to continue our collaboration with the Institute for Advanced Research and Learning to host the GO TEC® teaching lab at and position it within the Laboratory School. Currently the iLab GO TEC® Teaching Lab is supported through GOVA funding and we will continue to pursue additional funding for the lab. The GO TEC® Teaching Lab is a valuable resource for the Laboratory School. We are also working with the Hampton Roads Workforce Council to support the teaching lab, as well as to explore additional funding opportunities for the Lab School.

II. ELEMENT 2 – Mission and Vision

The International Association of Lab Schools ("IALS") is a membership organization whose goal is to continually enhance the key principles of lab schools including (1) teacher preparation programs, (2) research, (3) curriculum development, (4) innovation, and (5) professional growth. State the mission and vision of the proposed college partnership laboratory school addressing these five key principles. The following components must be addressed:

1. A description of the college partnership laboratory school's mission and vision.

The Computer Science Lab School (CSLS) at Oscar Smith Middle School (OSM) is propelled by a mission and philosophy deeply rooted in a commitment to excellence, innovation, and the empowerment of underrepresented middle school students. Our principles are founded on the recognition of the pivotal role of student agency and voice, coupled with a dedication to continuous experimentation in pedagogical approaches, all within a student-centered instructional framework. Moreover, our commitment extends to pioneering approaches to professional growth, teacher preparation, and the integration of research in curriculum design and development.

Mission:

CSLS's mission is to empower underrepresented middle school students through transformative opportunities and experiences. With an innovative focus on computer science principles, we cultivate curiosity and cultural awareness, empowering students to actively shape their educational journey. As CSLS scholars, inquirers, and contributors, our students take proactive ownership of their learning, embodying the attributes that define our dynamic educational community.

Our mission extends beyond the classroom, aiming to positively impact workforce development by nurturing a diverse pool of talent equipped with the skills demanded by the evolving technology sector. CSLS envisions preparing students not just as consumers but as creators, contributing meaningfully to the workforce and fostering innovation within Title I communities.

Vision:
Our vision is to empower middle school students by providing a pioneering program of study that not only equips them to excel in high school coursework, but also prepares them to confidently navigate the technology talent pipeline. CSLS envisions a future where students, armed with technical prowess acquired through an integrated and design thinking framework, contribute meaningfully to the ever-evolving world of computer science.

In realizing this vision, CSLS becomes a catalyst for positive change in workforce development. Our graduates emerge not only as academically proficient individuals, but as innovative professionals ready to shape the future of the technology sector. CSLS envisions a workforce that reflects the diversity and creativity inherent in Title I communities, fostering economic growth and driving technological innovation.

CSLS aspires to be a beacon of innovation, guiding students toward a future where they not only adapt to, but actively shape the technological landscape. Through this vision, we bridge the gap between education and industry, nurturing leaders, critical thinkers, and valuable contributors to the dynamic field of computer science. Our focus on an integrated and design thinking framework ensures that CSLS stands at the forefront of innovation, creating a pathway for underrepresented middle school students to thrive, succeed, and lead in the digital age.

2. An overview of how the college partnership laboratory school will comply with the following:

    - College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia.*
    - *Standards of Quality* (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.
    - Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

The CSLS is fully committed to complying with the provisions outlined in § 22.1-349.3 of the Code of Virginia. The CSLS will operate in partnership with local colleges and universities to

create a dynamic educational environment. We will maintain full transparency and adherence to the code's requirements to ensure a successful and enriching educational experience.

Adherence to Standards of Quality (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8:

The CSLS is dedicated to exceeding the Standards of Quality defined in Virginia law. We ensure appropriate student-teacher ratios, state-of-the-art facilities, and a comprehensive curriculum that aligns with the SOQ criteria, providing students with a top-tier education.

Alignment with Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 43:

The CSLS is fully prepared to adhere to the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). Our educational programs, assessments, and curriculum are designed with these regulations in mind, ensuring compliance with the state's standards and offering a high-quality education.

The CSLS is dedicated to providing an exceptional educational experience while fully adhering to all applicable legal and quality requirements

3. A description of any specific area of academic concentration.

Computer Science

4. The college partnership laboratory school’s strategic academic goals and core philosophy in alignment with a performance-based assessment model.

Strategic Academic Goals:
At CSLS, our strategic academic goals are intricately connected with the Virginia Standards of Learning (SOL). We plan to design our program to ensure alignment with these state standards, creating a learning environment that not only meets, but exceeds SOL expectations. Our key objectives include:

Experiential Learning and SOL Integration: CSLS will place a strong emphasis on experiential learning, allowing students to apply SOL-aligned academic knowledge in real-world contexts. We believe that this hands-on approach reinforces the understanding and demands mastery of SOL content.

Interdisciplinary Excellence and SOL Correlation: Our curriculum will guide teachers in providing opportunities for students to explore the interdisciplinary nature of content areas, which mirrors the SOL's focus on holistic understanding.

Sustainability and Environmental Stewardship in line with SOLs: Our core philosophy centers on sustainability and environmental stewardship, echoing SOLs' objectives in the areas of environmental science and conservation. CSLS will instill a deep appreciation of SOL-aligned environmental principles.

Technological Proficiency and SOL Requirements: CSLS is dedicated to equipping students with strong technological proficiency, an essential component of many SOL standards. We ensure that students are well prepared to meet SOL requirements in subjects related to technology and data analysis.

Core Philosophy:
CSLS's core philosophy aligns with the Virginia SOL principles through the following principles:

Student-Centered Learning and SOL Mastery: Our student-centered approach focuses on ensuring that students master SOL concepts. We tailor learning experiences to address SOL requirements, ensuring students' academic success.

Real-World Relevance and SOL Application: The real-world relevance of CSLS's education directly ties into SOL principles. Students apply their SOL-aligned knowledge and skills to address practical, real-world problems in alignment with SOL expectations.

Collaboration and Community Engagement in line with SOL Expectations: CSLS collaborates with community partners to enrich the educational experience. This mirrors SOL objectives that encourage community engagement and active participation in the learning process.

Building Teacher Efficacy: CSLS's commitment to building teacher efficacy is a fundamental component of our program. Our learning lab environment encourages our educators to refine their teaching methods, collaborate with peers, and embrace innovative pedagogical approaches. We will offer ongoing professional development opportunities in partnership with Old Dominion University to empower our educators to continually expand and improve their teaching practices. This collaborative effort supports their ability to deliver SOL-aligned, engaging, and effective instruction, ultimately resulting in our students' academic success.

5. Identify and describe in detail the college partnership laboratory school's targeted student population with the understanding that the college partnership laboratory school is open to any student of the Commonwealth.

CSLS will be established at OSM where the minority student enrollment is 84% (majority Black), which is higher than the Virginia state average of 54% (majority Black). The student-teacher ratio is 13:1 and is lower than the Virginia state level of 14:1. The student population is made up of 47% female students and 53% male students. Oscar Smith Middle School placed in the bottom 50% of all schools in Virginia for overall test scores (math proficiency is bottom 50%, and reading proficiency is bottom 50%) for the 2018-19 school year. The percentage of students achieving proficiency in math is 64% (which is lower than the Virginia state average of 82%) for the 2018-19 school year. The percentage of students achieving proficiency in reading/language arts is 61% (lower than the Virginia state average of 78%) for the 2018-19 school year.

6. The innovative nature of the academic program or operational aspects that can model future best practices for other schools within the Commonwealth. For the purposes of this question consider innovation as the application of a promising or well-theorized educational principle that the university is poised to support within the academic environment of this school.

Central to the school's design will be, (1) coursework emphasizing the integration of computer science and computational thinking with other STEM and humanities content areas, (2) professional development for current teachers, (3) the development of a robust student-teacher program to prepare future educators for interdisciplinary computer science teaching, (4) the development of mentoring programs connecting middle school students and teachers with college students and professors and regional industry leaders, and (5) the creation of a school leadership community of practice embedded with professional development. Additional, specific innovations below.

Grade capstone experiences including exhibitions of learning: In the Computer Science Lab School (CSLS), students engage in grade-level capstone experiences to showcase mastery in computer science as it transcends across all disciplines and content areas. These projects, tailored for each grade, challenge students to apply their knowledge in real-world scenarios, fostering critical thinking and problem-solving skills. Exhibitions of learning provide platforms for students to present and share insights from their projects. These interactive presentations enhance communication and presentation skills while fostering a collaborative community within CSLS. Integrating capstone experiences and exhibitions goes beyond traditional assessments, offering a comprehensive approach that prepares students for advanced coursework and cultivates well-rounded individuals ready for success in the digital age.

Electronic Portfolio*:* CSLS will use electronic portfolios as a part of the programming with students. Electronic portfolios are digital collections of student work completed over time. Portfolios can be developed as either internal archives (designed primarily for assessment) or showcase portfolios (designed to support career placement and enhance self-directed integration of student learning). Electronic portfolios have been hailed for being versatile (Rezgui et al., 2018), promoting integrated learning (Kuh et al., 2018), and enhancing student development. In fact, scholars note that electronic portfolio usage promotes even deeper learning than other types of experiential learning (Hubert et al., 2015; Khan, 2014). Importantly, the use of electronic portfolios will benefit the students, teachers, and the teachers-in-residence. Benefits to students include improved professional development (Brown & Thoroughman, 2017), improved digital communication skills (Buente et al., 2015), enhanced awareness about digital technology (Challis, 2005), and career placement support (Tubaishat, 2015). For teachers, a recent study found that electronic portfolio usage "resulted in increased teacher learning about technology, a reexamination of their pedagogy, better comprehension of their students' learning, reflective processes, and assessment, and reciprocal learning between teachers and students" (Kilbane & Milman, 2017, p. 101).

Business mentors: Business mentors will be crucial to the success of the CSLS by providing students with valuable guidance, support, and real-world insights throughout their middle school coursework. Some key areas the business mentors can support CSLS students include career exposure and exploration, skill development, real-world application of knowledge, networking

opportunities, entrepreneurial guidance, project guidance, motivational support, and feedback on projects and assignments. Business mentors will partner with CSLS to provide guidance and feedback for students with electronic portfolios and grade-level capstone evaluations. Business mentors at the CSLS will contribute to the holistic development of students by combining their academic coursework with practical insights, skill development, and exposure to the professional world. Business mentors include:

Design Thinking: The CSLS will utilize a design thinking approach as a part of the instructional model. Supported by ODU's Institute for Design Thinking and Leadership Development, teachers and other educators will be provided ongoing support to integrate design thinking into the curriculum. At the broadest level, the Stanford Design School defines design thinking as "A methodology for creative problem solving." Awareness about design thinking and the use of design thinking has grown dramatically in recent years. The process is particularly helpful in developing new programs. In fact, scholars have drawn parallels between the processes used by John Dewey to create lab schools and current design thinking processes (Whipps, 2019). In effect, it can be suggested that Dewey used design thinking strategies in the development and expansion of lab schools more than a century ago. Today, education researchers widely embrace design thinking as a strategy for educational program development (Kuo et al., 2021; Sanzo et al., 2021). Through this lens, the design thinking strategy will serve as an important guide throughout our planning process.

Computer Science Integration: The integration of computer science in core content will focus on inquiry and logic and the intersection of algorithms or step-by-step procedures or formulas for solving problems, as well as the ways of collecting, organizing, and analyzing data, beyond traditional computer science lessons. Such learning experiences emerge naturally in the study of language and communication (English), patterns, trends, and processes (math and science), and analysis, cause/effect, and abstraction (social studies). The curriculum implemented in CSLS will provide guidance to core teachers in designing lessons, learning experiences, and assessments that integrate computer science knowledge, skills, and standards as embedded learning with core content. These learning experiences will allow students to engage in learning that is relevant and meaningful to their interests, as well as those of their community and the future world of work. In addition to CPS and ODU faculty and staff engaging in the CS curriculum work, TCC CS & Cyber faculty to be on the curriculum committee to provide technical insights into the process.

Enhanced Electives: Similarly, integrating computer science knowledge, skills, and standards will enhance the electives offered at CSLS. Problem-solving, inquiry, logic, and technology-enriched lessons in art, music, health and physical education, and world language will serve as a foundation for computer science integration in the elective curriculum. Specifically, GO TEC® will introduce CSLS students to career areas supporting regional and state workforce needs, including precision machining; welding; IT/cybersecurity; robotics, automation and mechatronics; and advanced materials. The GO TEC® opportunity will promote computer science education, prepare CSLS students for the digital challenges of the future, and support the creation of a dependable talent pipeline for our region. Additionally, GO TEC® provides direct opportunities for CSLS students to continue into Chesapeake Academy programs and the Chesapeake Career Center.

Authentic Assessment: Authentic assessment lies at the core of CSLS, driving meaningful learning experiences. Beyond traditional measures, practical coding tasks, collaborative problem-solving, and innovative challenges ensure students apply computer science concepts in real-world contexts. This approach not only evaluates comprehension, but cultivates a depth of understanding and prepares students for the dynamic demands of the digital age. Authentically assessing skills fosters a richer educational journey, equipping students with practical expertise and a readiness to contribute meaningfully in the ever-evolving field of computer science across a variety of contexts.

Problem-Based Learning: CSLS employs problem-based learning, integrating it within and across disciplines to infuse relevance and meaning into the learning experience. This approach is rooted in research and evidence-based practices, bolstered by partnerships with ODU and industry experts. Student-generated solutions manifest in grade-level capstone projects, exhibitions of learning, and digital portfolios, serving as culminating experiences for showcasing computer science and content mastery. Digital portfolios play a pivotal role in student assessment and growth tracking, allowing individuals to curate achievements and offering valuable insights for teachers, parents, and potential employers. With a dual focus on preparing students for the workforce and equipping K-12 teachers, CSLS significantly contributes to closing the gap in computer science education while fostering inclusivity and diversity.

Collaborative Learning Spaces: CSLS will offer multiple collaborative spaces promoting student team building and problem-solving. Each grade level will have accessibility to a Maker Space and a collaborative meeting space. These spaces will support students when working together on project development, project and digital portfolio designs, and allow students to work alongside their business mentors for product development on a regular basis. Additionally, a GO TEC® lab will be added to support CSLS students as an enhanced elective. GO TEC® will provide a unique training opportunity in the skillsets related to five focus areas: precision machining; welding; IT/cybersecurity; robotics; automation and mechatronics; and advanced materials.

Research: The Computer Science Lab School (CSLS) at Oscar Smith Middle (OSMS) will embrace research at the *institutional-*, *educator-*, and *student-leve*l, and promote collaborative research efforts involving participants at both partnering institutions. Furthermore, it will be responsive to solicitations from collaborative partners (e.g. Virginia industries and institutions) interested in engaging in research. At the *institutional-level*, CSLS leaders will collaborate with other administrators within the planned statewide hub network of computer science lab schools to examine broad program-based outcomes, such as the number of students who participate in computer science related contests and extra-curricular programs, the extent to which the lab schools are graduating students with an intention to pursue computer science and related programs, and the number of teachers who obtain computer science related teaching credentials. At the *educator-level*, CSLS will solicit proposals for research projects from faculty ODU and OSMS, and colleagues from TCC will be invited to participate in the research projects and to join the research committee, with the potential to provide financial support to incentivize participation (e.g. small stipends) and defray associated costs (e.g. supplies, transportation, etc). Proposals that incorporate educators from both institutions will be prioritized. Within the solicitation process, CSLS will promote specific investigations aligned with the school's innovations (e.g. the effect of integrated CS instruction on middle schooler's computational

thinking) as well as encourage educators to pursue their own lines of inquiry (e.g. investigating the effectiveness of a specific innovation). At the *student-level*, CSLS will promote both curricular and extra-curricular research investigations. CSLS teachers, potentially in cooperation with an ODU faculty partner, will be encouraged to engage CSLS students in research projects where they develop and test solutions to computer science problems (e.g. designing an AI study buddy to help middle school students maintain focus). Such projects, which can be undertaken within core courses, enhanced electives, or in the context of an after school club, align with the design thinking practices embedded into the school curriculum and provide CSLS students with the opportunity to cultivate research skills alongside their technical skills. As with the *educator-level* research, student-level research projects can be funded through a solicitation process which would incentive educator involvement and provide resources to support implementation (e.g. supplies) and dissemination of results (e.g. transportation costs for students to present at conferences). Researchers at all levels would be invited to participate in a yearly research exhibition held at the school where community members, partners, and representatives from related local industries and organizations would be invited to attend. This event will double as a recruiting effort, showcasing the efforts of the students' and teachers as well as the benefits of the collaboration between the partnering institutions.

Educator Preparation: The focus of the CSLS is to prepare students for the technology talent pipeline and to increase the number of K-12 teachers prepared to teach computer science in support of that pipeline. While the initial state funding will set this path in motion, the ultimate goal is for the school to be financially self-sustaining. Achieving this goal is challenging given that a project-based and integrated computer science curriculum is resource heavy, with the need to provide adequate material supplies and human resources. Furthermore, training teachers to lead such activities requires ample time and high quality professional development. CSLS has formulated a three-pronged plan that integrates student and teacher preparation and promotes long-term sustainability of the school.

The first prong of the plan is school-based professional development that will prepare educators to deliver computer science instruction. Faculty from ODU's Center for Educational Partnerships will collaborate with OSMS administrators to develop customized instruction that will prepare current and future educators to integrate computer science instruction into core courses and enhanced electives. Instruction will be delivered on-site at the school making it very convenient for faculty to participate. Summer sessions will provide dedicated time for faculty to prepare for the coming year and an opportunity for coached practice while delivering sample lessons to CPS summer camp students. Fall and spring courses will provide an ongoing support network and real time assistance for teachers as they implement new programs and test their new skills. All lab school employees will be employees of ODU in their capacity as lab school personnel and will be compensated for their participation in the training and serving as the inaugural faculty in the new Lab School. These new school leaders will be recruited to provide future professional development for new faculty thus decreasing the school's need to rely on external resources. Tidewater Community College faculty and adjuncts who teach dual enrollment (DE) Computer Science courses will be invited to participate in shared professional development to enhance learning for the Computer Science Lab School students who may pipeline into those courses. Key TCC personnel involved in those courses will be invited to meet with The Center for Educational Partnerships at ODU to learn about their PD design, provide technical insights into the DE courses, and provide feedback into the design. This relationship will be ongoing and cyclical, enhancing the computer

science regional ecosystem and feeding back into the enhancement of the lab school. TCC faculty and adjuncts involved in the Computer Science DE pipeline courses will be invited to join professional development, engaging in a CS community of practice. Their inclusion will enhance the work we are engaged in to align the computer science regional ecosystem, enabling a reciprocal learning approach. Additionally, this will support the lab school learning design around preparing 8th graders, in particular, for future DE courses.

Complementing the professional development sessions, ODU will host one site-based course per-semester. These courses will be open to both OSMS teachers and ODU students and will meet licensure requirements for secondary and technical education students. As part of their course activities, students will collaborate with OSMS students and teachers on a computer science integrated project. This enables them to gain valuable skills while simultaneously providing a valuable service to the school. The courses will be part of an ODU field-based master's degree program which comprises the second prong of the teacher preparation initiative. As mentioned earlier, there is a shortage of teachers equipped to teach computer science. However, many OSMS long-standing paraprofessionals already have bachelor's degrees and are eligible for provisional licenses. The opportunity to take their needed courses on-site and during the school day enables them to provide a needed service to the school while earning their required credential and maintaining a viable living wage. Capitalizing on and enhancing the capabilities of educators that are already committed to OSMS enables CSLS to staff its program with minimal financial investment and increase the probability that the newly trained staff will remain at the school. Not having to retain staff every year helps to minimize operations costs. In addition, CSLS will provide test preparation support for currently licensed OSMS teachers to add-on their computer science endorsement by testing.

The third prong of the plan is a private-public partnership where industry partners are solicited to provide special training and scholarship awards for a small number of ODU teacher education students. As mentioned above, a project-based integrated computer science program is resource intensive, requiring considerable manpower to support the hands-on instruction essential for this type of experiential learning. One teacher is rarely sufficient to enable groups of students to pursue meaningful projects. The more assistants a teacher can amass, the more likely a program is to succeed. ODU teacher education students are required to participate in a variety of field experiences as part of their professional preparation. Most students enjoy and value these experiences, yet most find extended unpaid school placements financially challenging. As part of its teacher preparation initiative, the CSLS will solicit its community partners to sponsor $5000 scholarships for undergraduate teacher education students. These scholarships will provide financial remuneration for students to spend 20 hours/week in classrooms assisting CSLS teachers. As feasible, community partners would also provide industry specific training to the awarded ODU students, enabling them to help develop a computer science-integrated semester project tied to the partner's industry. In exchange for receiving the scholarship, the ODU students would commit to exposing their future students (whether at CSLS or beyond) to the industry of their funder. Such exposure is an incentive for many industry partners, such as those in the following fields: Maritime, Healthcare, Electrical Engineering, Mechanical Engineering, Manufacturing Engineering, Metrology, Precision Machining, Welding, IT Coding and Networking, and Robotics and Automation,x who are struggling to recruit employees. In addition to collaborating with their industry sponsor, scholarship recipients would be encouraged to participate in the above mentioned professional development, and as appropriate, on-site

courses. Additionally, they would be encouraged and mentored to apply for ODU undergraduate research and creativity grants to further incentivize their involvement in research and teaching at CSLS.

This three-pronged approach integrates teacher and student preparation and helps decrease the CSLS's reliance on state funding. Through the fostering of collaboration between multiple stakeholders, including ODU students and faculty, the Center for Educational Partnerships, OSMS paraprofessional and teachers, and industry partners, it builds a network of supporters that can support the school, attract future investors, and help the school endure.

III. ELEMENT 3 – Educational Program and Statutory Assessments

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed Virginia Board of Education's Standards of Learning. Give thorough explanations and answer all sections completely.

1. A description of the college partnership laboratory school's academic program, educational theory, foundation of the model and proposed innovative offerings and how it is aligned with state standards.

All academic experiences at CSLS will serve the Virginia Standards of Learning as the foundation and launching ground in all curriculum, lessons, and learning experiences. Strict alignment to the state standards will be evidenced in the unit plans and assessments provided in the curriculum, as well as the teachers' lesson plans, and the students' learning experiences. The educational theory and model, while serving the state standards, is a constructivist learning approach. Constructivism demands the learner construct knowledge and meaning; the approach resists passive learning and will require student-centered learning. It is an approach that offers rich learning environments for design thinking, problem-based learning, and integration.

2. An overview of the curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school. Include research-based instructional strategies and/or educational theories to ensure that student engagement and achievement are occurring that align with the school's mission. This section should embed these components (curriculum design, course of study, teaching approach and methods, learning environment) into a clear description of the student experience, or "day in the life" of a student enrolled in the laboratory school.

The CSLS curriculum will be designed and developed with the backward design framework for a focus on student outcomes to include desired results, evidence, and the learning plan. In support of this three-stage design process, the curriculum writing team will develop learning plans that include transfer goals, essential questions, and performance-based assessments, as well as align to the SOLs and the VDOE 5 Cs of critical thinking, creative thinking, collaboration, citizenship, and communication, all of which are embedded in the Oscar Smith Middle School Learner Profile.

Additionally, the components of Universal Design for Learning (UDL), which demands multiple student experiences for engagement, representation, and action and expression, and the 5E constructivist approach to learning, which consists of five phases: engage, explore, explain, elaborate, and evaluate, will be incorporated into curriculum resources and lesson design.

A Day in the Life of a Student at the Computer Science Lab School at Oscar Smith MS

8:45-8:55 a.m.	Arrival, Breakfast, Lockers
8:55-9:40 a.m.	Bell 1, Tiger Time, Lab School Computer Science, Career Investigations
9:45-10:30 a.m.	Bell 2, Health and Physical Education
10:35-11:20 a.m.	Bell 3, Computer Science elective
11:25 a.m.-12:30 p.m.	Bell 4, Mathematics
12:35-1:05 p.m.	Lunch
1:10-2:15 p.m.	Bell 5, Physical Science
2:20-3:33 p.m.	Bell 6, English
3:33 p.m.	Dismissal and after-school activities

Below is a day in the life of a student at the Computer Science Lab School at Oscar Smith Middle School, where innovation, exploration, relevance, and hands-on learning are at the forefront of the educational experience.

8:45-8:55 a.m.: Bell 0 - Arrival, Breakfast, Lockers
As students arrive by bus, car, and foot to the Computer Science Lab School (CSLS) at Oscar Smith Middle School in Chesapeake, VA, students are encouraged to eat a nourishing breakfast and socialize with friends and peers while preparing for the day. This time also serves as an opportunity for optional morning club meetings (see sample club descriptions below) or access to new and existing electives during the zero-bell block.

8:55-9:40 a.m.: Bell 1 - Tiger Time, Lab School Computer Science, Career Investigations
The first bell, Tiger Time, connects students with an adult advisor that can nurture and assist them throughout the year. At CSLS @ OSMS, it is important for each student to have a trusted adult for support and guidance, and Tiger Time provides this for each student. During this bell, students develop organizational skills and work with their advisors to set short and long-term goals. Students in the lab school cohort are grouped together with a lab school teacher as their advisor. In addition to the aforementioned focus areas, this time allows the advisor to set the stage and support students with interdisciplinary projects and further work products using the maker spaces and lab school equipment. Simultaneously, the Career Investigations component of this time provides insights into various career paths within the technology sector.

9:45-10:30 a.m.: Bell 2 - Health and Physical Education
The second period introduces a distinctive blend of Health and Physical Education with embedded computer science principles. Through physical activities, students foster fitness, teamwork, and motor skills while simultaneously exploring the intersection of technology and

physical well-being. The course introduces embedded computer science principles, exploring the intersection of technology and physical well-being. From motion tracking to health data analysis, students delve into real-world applications, using fitness trackers and coding fitness challenges.

This innovative approach emphasizes collaborative learning, where students work together in fitness-focused learning experiences enhanced by technology or collaborative coding projects. The integration of technology into physical education not only enhances fitness education but also instills critical thinking about the evolving relationship between technology and well-being. As students set and track personal health goals, they are able to leverage technology for progress monitoring and gain a deeper appreciation for the integration of physical well-being and computer science. This course is a good example of how the lab school provides students with a comprehensive and forward-thinking educational experience that extends beyond traditional boundaries.

10:35-11:20 a.m.: Bell 3 - Computer Science Elective
The student then travels down the hall to the newly designed Computer Science Tech Lab for their elective course in Computer Science. The student is taking one of the newly developed and specialized Computer Science electives, such as the innovative 8th Grade Computer Science-Infused Art course. This elective provides a creative and interdisciplinary approach to creative expression and technological exploration, allowing students to integrate computer science principles into their artistic endeavors. From digital art creation using coding languages to exploring the intersection of technology and visual expression, students engage in learning about how to harness and support their artistic creativity and computational thinking. The course not only enhances their artistic skills but also provides a holistic understanding of how technology can be seamlessly integrated into various forms of creative expression while supporting multidisciplinary learning experiences tailored to individual interests and passions.

11:25 a.m.-12:27 p.m.: Bell 4, Mathematics
This student's 8th Grade Math course revolutionizes traditional math education by seamlessly integrating computer science principles. This course is designed to provide students with meaningful and relevant learning experiences deeply connected to real-world problems and community partners. Beyond the confines of conventional math instruction, students embark on a learning journey where mathematical concepts come to life through the lens of computer science.

In this course, students collaboratively tackle authentic challenges in partnership with local businesses and community organizations. By employing data analysis, algorithmic problem-solving, and coding, students address real issues the community faces across disciplines. The innovative curriculum not only enhances mathematical proficiency but also instills a sense of civic responsibility and community engagement. Through these experiences, students will master mathematical reasoning and computer science skills and also develop the ability to make a positive impact in their communities. The 8th Grade Math Course at CSLS exemplifies a

transformative approach to education, preparing students for a future where their skills extend beyond the classroom, influencing positive change in the world around them.

12:35-1:05 p.m.: Lunch
Lunchtime is an opportunity to connect with other students, work on projects in common collaborative spaces, or enjoy some downtime. Throughout the year, the school hosts guest speakers from various industries to speak to students about their work and provide valuable insights into the work of real practitioners.

1:10-2:15 p.m.: Bell 5, Science/Social Studies (A/B alt day schedule)
Students make their way to the fifth period. This block is an alternating A/B block with Social Studies. In this particular student's schedule, this course is Physical Science and Social Studies 8. This Inquiry-Based Physical Science Course with embedded computer science principles fosters and supports an interdisciplinary approach to problem-solving. This course transcends traditional physical science education by immersing students in a curriculum that integrates computer science into scientific inquiry, preparing them to address complex, real-world challenges that span multiple disciplines.

Through hands-on investigations and experiments, students explore physical science phenomena while concurrently applying computer science concepts. The integration of coding, data analysis, and algorithmic thinking enhances their ability to analyze and interpret scientific data, uncovering insights that contribute to cross-disciplinary problem-solving. The course emphasizes each of the 5Cs from Virginia's Profile of a Graduation as students work on collaborative projects to address community-based challenges that require the fusion of physical science knowledge and computational skills. By embedding computer science principles within this course, students not only gain a deep understanding of physical science principles but also develop the computational thinking skills necessary for tackling multifaceted, real-world problems. This interdisciplinary team and interdisciplinary approach to problem-solving prepares students to navigate the complexities of the modern world, where the integration of physical science and computer science is paramount in addressing challenges that transcend traditional disciplinary boundaries.

This Social Studies 8 class is also inquiry-based with computer science integration. This approach engages students in both subjects while fostering critical thinking, problem-solving skills, and technological literacy through project-based learning, data analysis, digital storytelling, civic engagement and digital citizenship, game based learning, and interdisciplinary research projects. Integrating computer science into the social studies curriculum students can develop a deeper understanding of both subjects while acquiring 21st-century skills.

2:20-3:33 p.m.: Bell 6, English
Next up, and in the classroom next door, is another core content area, 8th grade English. Since all teachers on the interdisciplinary team have engaged in deep learning and pedagogy with Computer Science, this course fosters a synergistic relationship between literacy and technological fluency. This next-level English course transcends traditional language arts

education by incorporating coding, digital communication, and computational thinking into the curriculum.

Throughout the year, students engage in literature and language exploration while honing essential computer science skills. Writing assignments take on a tech-focused element, encouraging students to craft narratives, essays, and digital content that reflect not only literary proficiency but also a mastery of digital communication tools. The course emphasizes collaborative projects where students leverage technology to enhance their storytelling abilities, creating multimedia presentations and interactive digital narratives. Through this integration of English and computer science, students in this course not only become adept communicators but also develop the computational thinking skills essential for success in the digital age. This holistic approach prepares students to navigate the intersection of language and technology, cultivating a generation of literate and tech-savvy individuals ready to excel in diverse academic and professional pursuits.

3:33 p.m. - Dismissal and After school activities
The regular school day comes to an end at CSLS @ OSMS, and all students are encouraged and eligible to continue their engagement and learning in one of the many clubs or extracurricular activities that are available. Food, snacks, and drinks are provided to allow students to refuel while they continue their learning and growth.

Clubs are based on student interest and also include community and industry mentors who support continued learning and engagement. A few examples include:

- Coding Club: The Coding Club provides students with an opportunity to further explore and enhance their coding skills. Whether beginners or experienced coders, students collaborate on projects, participate in coding competitions, and engage in hands-on activities to deepen their understanding of computer science concepts.

- Robotics Team: The Robotics Team combines engineering and computer science, challenging students to design, build, and program robots for competitions. This hands-on experience not only reinforces technical skills but also promotes teamwork, problem-solving, and creative thinking. These teams have the option to compete at the local, state, and national levels.

- STEM Exploration Lab: The STEM Exploration Lab offers a dynamic space for students to delve into various STEM disciplines, integrating computer science into science, technology, engineering, and mathematics activities. This club encourages hands-on experimentation, sparking curiosity and a passion for STEM.

- Digital Arts and Media Production: This club focuses on the intersection of computer science and creative expression. Students explore digital arts, graphic design, and media production, applying technology to unleash their artistic potential. Projects include digital storytelling, multimedia presentations, and collaborative content creation.

- Community Problem-Solving Interclub: The Community Problem-Solving represents students across clubs and brings them together to solve problems or issues within the community. Groups of students utilize design thinking to identify the problem, brainstorm solutions, and work with their other associated clubs to prototype potential solutions. Not only is there an opportunity to utilize computer science skills, but students also have the opportunity to access equipment and adult mentors and experts to support their ideas. This interclub helps to foster a strong sense of social responsibility and civic engagement.

- Tech Entrepreneurship Club: This after-school club guides students through the fundamentals of entrepreneurship in the technology sector. Participants learn about innovation, startup culture, and the practical application of computer science in developing and launching tech-based business ideas.

These are just a small sample of the afterschool clubs and opportunities available to students at CSLS @ OSMS.The goal is for each student to connect their interests and passions to one or more clubs, and staff mentors and advisors work to ensure that each student is connected.

After a stimulating and engaging day of learning, students are transported home on an after-school Chesapeake Public Schools activity bus available to the lab school students, provided by so that they can eat dinner, finish up any homework, and get some rest before the excitement wakes them to start a new day at the Computer Science Lab School at Oscar Smith Middle School in Chesapeake Public Schools.

3. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students including the planned processes for compliance with applicable laws and regulations.

   Provide details related to curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Include research-based instructional strategies and/or educational theories to ensure disabled student engagement and achievement are occurring that align with the school's mission. Please note that instructional services provided to K-12 students with disabilities are governed and guided by existing K-12 services and cannot be replaced by university disability resources.

   Please find the division's local plan for gifted education and serving students with disabilities. The students with disabilities policy overview is below, also. This plan and associated policies will guide services on behalf of all CSLS students.

It is the policy of the Chesapeake Public Schools to adhere to federal law and to federal and state regulations as they have been promulgated by the United States Department of Education and the Virginia Board of Education to implement special education programs for children with disabilities, consistent with the Individuals with Disabilities Education Act (IDEA). Specifically, these mandates are detailed in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Virginia Regulations) and any additional documents that the Virginia Department of Education publishes to address federal and state statutes and regulations for delivering special education and related services to children. The School Board has also approved local procedures to guide implementation of its special education program.

The Chesapeake Public Schools does use the classification of developmental delay for the detection of students with disabilities for IDEA eligibility. This means a disability affecting a child ages two by September 30 through six inclusive.

The Chesapeake Public Schools prohibits discrimination against and/or harassment of children with disabilities in academic and nonacademic settings during the school day and for school-sponsored extracurricular activities.

Any concerns or complaints regarding harassment and discrimination under this policy should be directed to the Director of Special Education at 2107 Liberty Street, Chesapeake, Virginia, 23324

References:

Code of Virginia 22.1-213 through 22.1-221
State Board of Education 8 VAC 20-81 through 8 VAC 20-81-340
Individuals with Disabilities Education Act 20 Sections 1400-1485
U.S. Rehabilitation Act of 1973, Section 504

The English learners at CSLS will receive support in accordance with the division's strategic approach for the English learner middle school program. Chesapeake Public Schools manages an English Learner Program currently serving 1875 English learners representing sixty-seven (67) different native languages. Each of the ten (10) middle schools, serving 415 students total, offers an element of the English Learner (EL) program that is available to students who are screened to be eligible. Students receiving a screener score of 1- 4.3 are identified as English Learners and are scheduled within the hours of the school day to receive targeted tier-one language instruction from an EL teacher employing small-group settings of EL classes or push-in/co-taught content classes on a daily basis. The Newcomer EL often receive instruction on a one-on-one capacity until they have made adequate progress in acquiring the English language enabling them to be given services with students of equitable levels. The EL teachers continuously collaborate with the general education teachers to ensure support for the English learners to attain language proficiency and develop high levels of achievement in all areas of curriculum to meet the same challenging state academic standard as their peers.

The CSLS teachers will utilize multi-tiered systems of support (MTSS) to identify students who are struggling academically based on observations and student performance. After observations are made and documented with no improvement, teachers will formally request support from the

MTSS team. School-based MTSS leadership teams will collaborate and utilize the Synergy MTSS module to create an MTSS plan. The team will regularly review relevant documentation, identify intervention strategies, evaluate progress monitoring data, and discuss intervention outcome information. Teachers will then implement tiered interventions specific to each student and collect data on student progress based on MTSS team goals. The CSLS administrators and leadership team will utilize the MTSS dashboard in the division's student information system, Synergy, to monitor the MTSS process and impact on student performance.

4. Who will be developing/designing/creating educational content and guidelines for the college partnership laboratory school? Provide a background on their credentials and experience.

Dr. Shonda P. Windham, Chesapeake Public Schools. The Director of College and Career Readiness will assist with developing and designing guidelines for the Laboratory School. She has supervised career and technical education, school counseling, adult education, and the specialized academies/center for the past three years, and has 25 years of experience in education.

Nancy Sweat, Chesapeake Public Schools. The Director of Curriculum and Development for Chesapeake Public Schools will assist with ensuring innovations in education and curriculum seamlessly support and integrate Virginia Board of Education's Standards of Learning (SOL) and Standards of Quality (SOQ). She has 36 years of experience in education, including 18 years as an English teacher and 18 years supervising and directing K-12 curriculum in three Virginia school divisions.

Dr. Anna Helmer, Chesapeake Public Schools. The Program Administrator for Career Technical Education will assist with developing and designing educational content and guidelines for the Laboratory School. She has 30 years of educational experience working in Career and Technical Education serving as a teacher, building administrator, and instructional supervisor. Dr. Helmer worked in developing Chesapeake's Governor's STEM Academy and has participated in extensive curriculum work and program expansion at the Chesapeake Career Center.

Dr. Melani Loney, The Center for Educational Partnerships at Old Dominion University. The Program Manager for STEM Education Initiatives will assist with developing educational content and professional development for the Laboratory School. She has 33 years of experience in education, including 13 years as a science teacher, 11 years as a middle school science coordinator directing science curriculum development and teaching professional development for Virginia Beach City Public Schools, and nine years as a STEM Program Manager, designing and delivering K-12 STEM professional development projects at Old Dominion University.

Kaitlyn McCoy. Program Manager at the ODU Brooks Crossing Innovation Lab will assist in creating educational content and provide out of school experiences in order to recruit students. Ms. McCoy holds a master's degree in library science with four years of experience in K-12

school libraries, two years of experience in public facing libraries, and three years of experience teaching.

Sampath Jayarathna, Old Dominion University. Dr. Jayarathna is an Assistant Professor of Computer Science and Graduate Program Director of the School of Data Science at Old Dominion University where he directs the Neuro-Information Retrieval and Data Science (NIRDS) Lab and is associated with the Web Science and Digital Library (WS-DL) research group. His research interests include data science and analytics, applied machine learning, information retrieval, eye tracking, and human-computer interaction. Dr. Jayarathna has published more than seventy peer-reviewed articles in venues such as ACM, IEEE, Springer, and Elsevier. He is a recipient of the prestigious 2021 US National Science Foundation CAREER Award. Dr. Jayarathna has extensive research experience with running various user experience studies.

Dr. Mary Enderson, Old Dominion University. Dr. Enderson is an Associate Professor in Mathematics Education in the Darden College of Education & Professional Studies. She also serves as co-Director of MonarchTeach, ODU's innovative teacher preparation program for undergraduate students majoring in mathematics or science. She is currently Primary Investigator for a National Science Foundation Noyce Grant for STEM teacher preparation. Her expertise focuses on teaching and learning with emerging technologies and mathematics education.

Dr. Lauren Bowers, Old Dominion University. Dr. Bowers is the Program Coordinator for MonarchTeach in the Darden College of Education & Professional Studies where she is responsible for coordinating and mentoring teacher candidates pursuing licensure in STEM education. She holds a master's and doctoral degree and has had six years of teaching in the Hampton Roads region.

5. A description of how the curriculum and/or course of study will rely or build upon the local school division's sequence of study. Describe any prerequisite coursework requirements as well as course requirements for graduation (if the college partnership laboratory school is to be high school).

The CPS curriculum and unit plans will be modified to include the Lab School computer science content. This modification will enrich the current verified and aligned curriculum through integrated learning experiences, lessons, and activities. Pacing and performance-based assessments, as well as formative and summative assessments, will reflect the computer science knowledge and skills that are integrated into the content curriculum.

6. A detailed description of the implementation process for the career exploration/pathways curriculum.

Students will be introduced to strategic industry targets (Healthcare, Electrical Engineering, Mechanical Engineering, Manufacturing Engineering, Metrology, Precision Machining, Welding, IT Coding and Networking, and Robotics and Automation) through the implementation of the GO TEC® lab in the Career Connections course. Over the course of their three-year middle school experience, students will receive exposure to each industry target through course curriculum and specialized equipment.

7. A detailed description of the process for documentation of the student's curriculum pathways throughout the lifecycle of the program.

A general curriculum pathway will be established for students to include core and enhanced electives for all three years in middle school. Enhanced elective pathways will vary based on student interests, however, all Lab School students will participate in the Career Connections course mentioned in question 6. Individual student pathways will be documented by the school counselors in Synergy (student management system) and in the district's career readiness software (i.e Virginia Wizard or Major Clarity).

8. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan for corrective actions in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (*See* Part VIII of the SOA.)

Please find the division's local plan for gifted education and serving students with disabilities.

The English learners at CSLS will receive support in accordance with the division's strategic approach for the English learner middle school program.

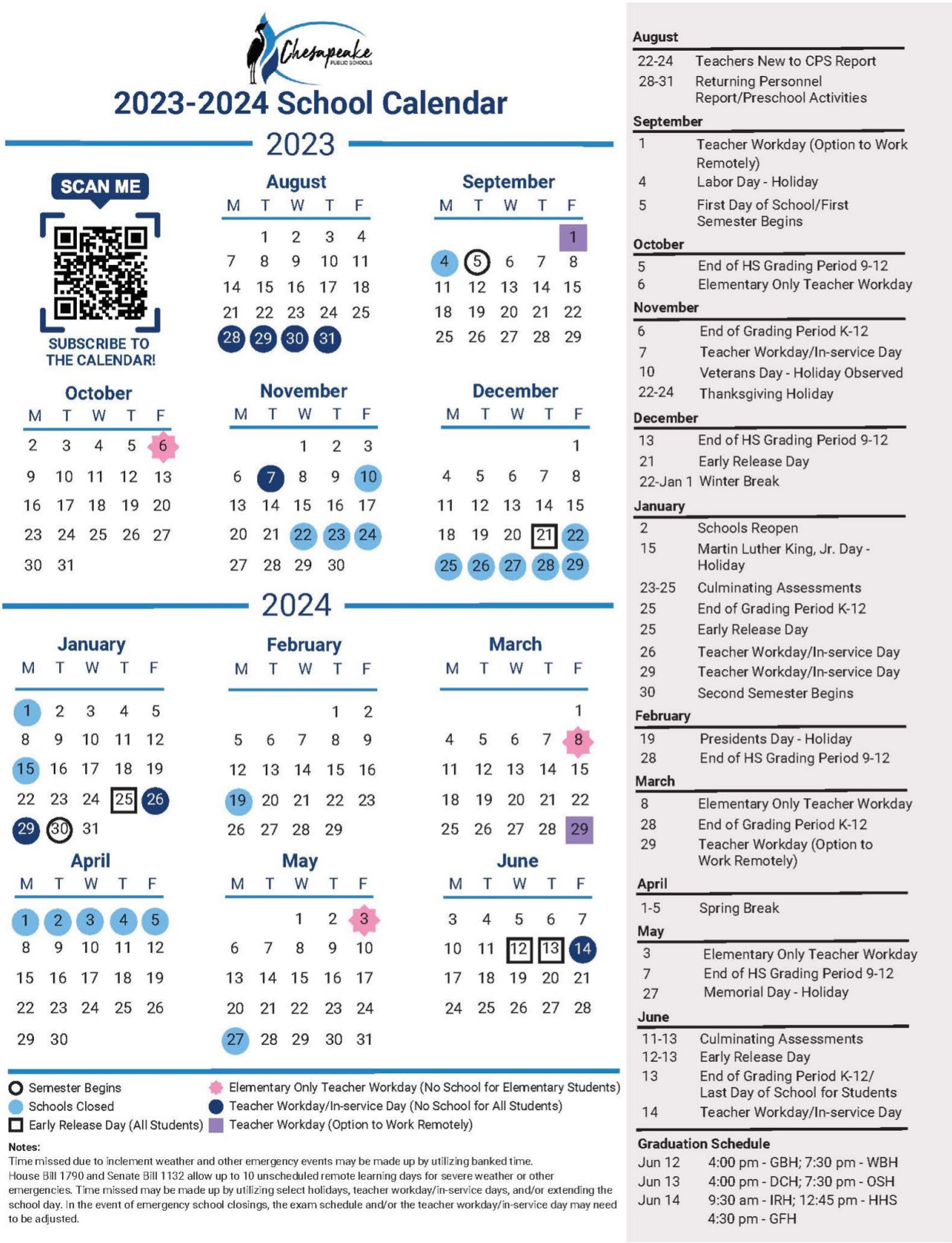
The CSLS teachers will utilize multi-tiered systems of support (MTSS) to identify students who are struggling academically based on observations and student performance. CSLS @ OSMS students will have access to MTSS. After observations are made and documented with no improvement, teachers will formally request support from the MTSS team. School-based MTSS leadership teams will collaborate and utilize the Synergy MTSS module to create an MTSS plan. The team will regularly review relevant documentation, identify intervention strategies, evaluate progress monitoring data, and discuss intervention outcome information. Teachers will then implement tiered interventions specific to each student and collect data on student progress based on MTSS team goals. The CSLS administrators and leadership team will utilize the MTSS dashboard in the division's student information system, Synergy, to monitor the MTSS process and impact on student performance.

9. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (*See* § 22.1-253.13:2 of the *Code of Virginia*.)

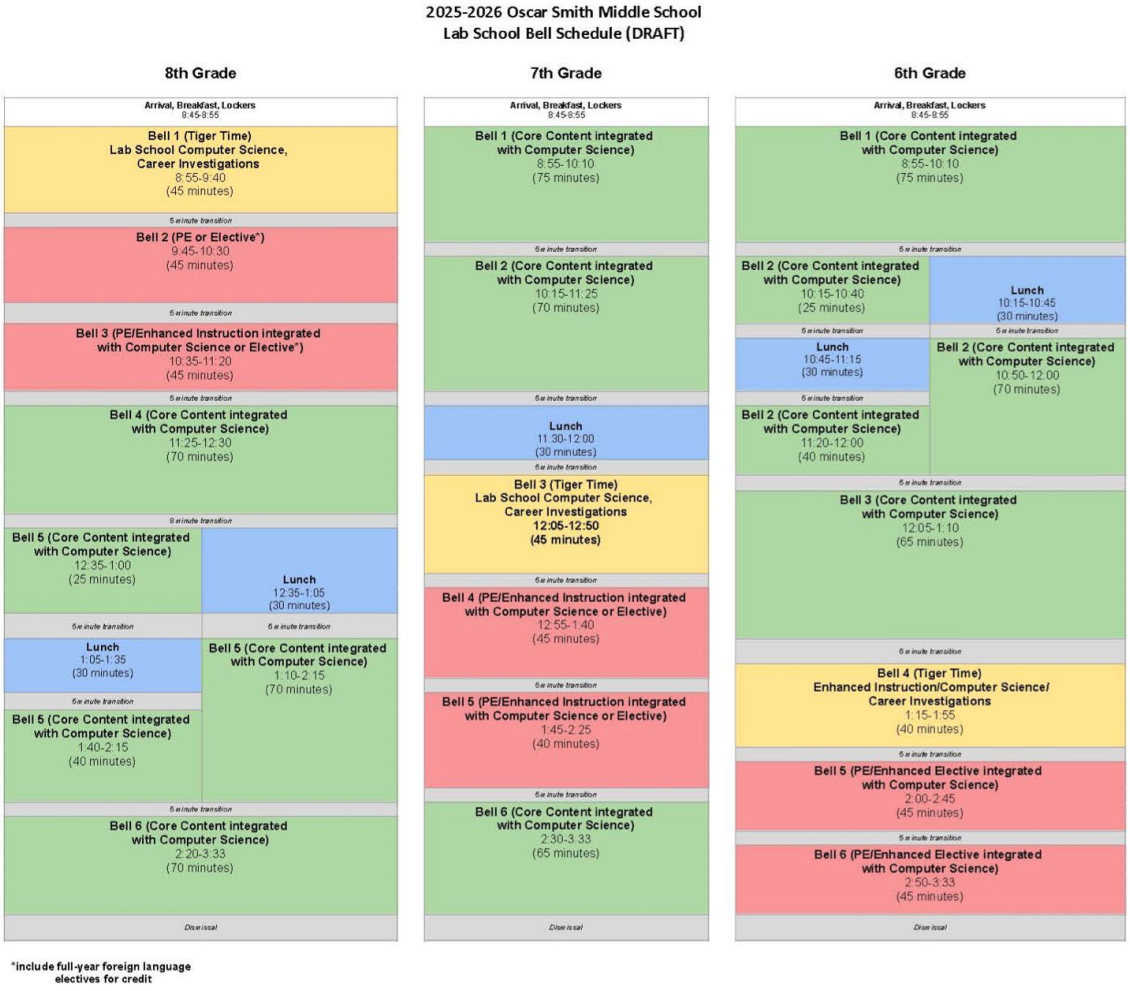
CSLS will serve approximately 200 students in year one of implementation and an additional 100 in year two bringing the total students served to 300. Core class sizes will not exceed 30 students and elective classes will not exceed 20 students, with the exception of Physical Education classes in which the maximum number will be 30.

10. The proposed calendar which includes at least 180 days of school and a sample daily schedule which outlines proposed benchmarks for any innovative school schedule(s).

The CSMS @ OMS calendar is aligned with the Chesapeake Public Schools calendar. The proposed school calendar for the 2025-26 school year will look similar to the 2023-2024 school calendar, posted below.



The proposed daily schedule is below:



11. For each grade or course in the college partnership laboratory school, provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be

used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL.

The curriculum frameworks provided by the VDOE serve as the foundation for all curriculum design, development, and integration. Commonalities among the knowledge and skills contained in the curriculum frameworks are identified for the development of learning experiences, lessons, and activities integrating computer science knowledge and skills.

In addition to student proficiency on all VDOE SOL assessments, computer science will be integrated into all academic pursuits and courses. The VDOE provides guidance on the integration into core courses (ELA, math, science, and social studies); however, computer science standards will also be integrated into other academic experiences, such as art, music, HPE and Family Life, world language, and library.

The demonstration of this integrated learning will be evident in performance-based assessments (PBAs) that incorporate the relevant and meaningful application of cross-curricular learning. Students will collaborate to develop, lead, research, write, create, and present PBAs to both internal and external authentic audiences. PBAs will allow students to connect learning and demonstrate mastery of learning in ways that exceed the proficiency captured by SOL testing.

12. Provide a detailed description of how the college partnership lab school will meet all state and federal testing requirements (including at least 95% participation in the *All Students* group and in each student group) and state test administration requirements. Include in the description who (the role) will provide oversight of the testing program in the college partnership laboratory school, who will ensure technology requirements are met, who will provide training to test examiners, proctors and others to ensure test security is maintained, the frequency of training, and how training will be tracked. Also include the process by which test record data quality will be maintained and verified. (Virginia SOL Assessment Program, SOL Test Administration & Development, ESSA Consolidated State Plan, Standards of Quality)

CSLS will be held to the same state and federal testing expectations as every Chesapeake Public School. They will be supported and monitored by the district to ensure the 95% SOL test participation and all state testing requirements are met or exceeded. The Lab School will receive the same assessment training, oversight, technology support, test security assurances, tracking, data analysis and communication that all other schools in the district receive from the district's Department of Assessment and Accountability, the Division Director of Testing, the Supervisor of Assessment, and the School Testing Coordinator (STC).

13. If the college partnership lab school intends on requesting compliance waivers for Board evaluation and approval prior to implementation for any Virginia SOL Assessment Programs or Test Administration & Development, ESSA Consolidated State Plan or Standards of Quality, include details on the following:

N/A

Purpose and objectives of the experimental or innovative programs;

a. Description and duration of the programs;
b. Anticipated outcomes;
c. Number of students affected;
d. Evaluation procedures; and
e. Mechanisms for measuring goals, objectives, and student academic achievement.

14. Provide a description of the school's balanced assessment plan to include all formative and summative assessments, their purpose, their administration periods (when they will be administered), how and when the data will be reported and to whom, who will analyze the data, and when, and how the data will be used to monitor and inform instruction.

The balanced assessment plan of the CSLS will include three tiers of assessments at the state, district, and classroom levels. The state and district assessments will provide summative data measures of student learning for analysis, evaluation, responsive action, and goal setting. Such summative assessments will adhere to the VDOE testing guidelines for SOL tests and growth assessments, as well as the district's testing calendar for quarterly or benchmark assessments, performance-based assessments as alternate SOL tests, and culminating assessments. The 2023-24 testing calendar snapshot for middle school provides an example of the comprehensive summative assessments given at the district level. Data for state and district assessments are collected and shared in the district's analytics dashboard, accessible through administrator and teacher credentialed logins. Such data guides the development of the continuous school improvement plan, an ongoing action plan required by Chesapeake Public Schools.

The classroom assessments offer varied, frequent, continuous, and immediate data measures of student learning through summative and formative assessments, which allow the teacher to monitor student progress, check for understanding, measure proficiency, and inform instructional next steps, including planning for intervention, remediation, reteaching, or acceleration and enrichment. Classroom assessments take a variety of formats, all supported by the curriculum and professional development at CSLS. The district's analytics dashboard includes classroom and student grades in real-time, which allows for the ongoing analysis of the students' demonstration of learning, as well as the teachers' grading practices.

15. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured and the targets for improvement over time. Student performance data should be one of the measures and student performance targets should be established for each of the first five years. The applicant must address how all measures will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board.

Program success will be measured by:

- Metric 1: By the end of year one, (2025-26), 50% of Lab School students will successfully meet the minimum pass score on all Standards of Learning assessments.
- Metric 2: By the end of year two (2026-27), 60% of Lab School students will successfully meet the minimum pass score on all Standards of Learning assessments.
- Metric 3: By the end of year three (2027-28), 70% of Lab School students will successfully meet the minimum pass score on all Standards of Learning assessments.
- Metric 4: By the end of year four (2028-29), 75% of Lab School students will successfully meet the minimum pass score on all Standards of Learning assessments.
- Metric 5: By year five (2030), 70% of students will matriculate into a specialized program (i.e. STEM Academy, Science and Medicine Academy, Career Center, IB Academy, EVMS Academy) at the high school level.
- Metric 6: By year five (2030), 90% of students will enroll in post-secondary education, enlist in the military, or become employed in a lucrative career upon high school graduation.
- Metric 7: 100% of the Lab School teachers will practice and implement the professional development strategies in which they were trained and are embedded in the Lab School curriculum lessons, as determined through walkthroughs, student work, and student surveys.

16. Who will provide oversight to ensure that the college partnership laboratory school will meet the long-range planning and continuous improvement requirements in SOA (8VAC20-131-400) application of the school quality indicator performance levels to actions?

Through a collaborative process in Chesapeake Public Schools, the College Partnership Laboratory School will be part of the Oscar Smith Middle School (OSM) continuous school improvement plan (CSIP), which is a multi-year planning document in which the principal first identifies needs and goals before designating action steps, data to measure and monitor goals, and resources required to achieve identified goals. The collaborative process includes administrators and teacher leaders at the school, as well as central office leaders from the Division of Human Resources, Division of Teaching and Learning (Curriculum & Instruction, Data, Accountability, & Assessment, College & Career Readiness, and Academic Supports), and Department of School Leadership who meet quarterly to review goals, progress, and ongoing resources provided. All represented departments collaborate with the school on the development and monitoring of the CSIP. The OSM CSIP will henceforward include goals, action steps, data, and resources specific to the Colleague Partnership Laboratory School.

17. Details on how the college partnership laboratory school plans to involve parents or guardians and community members within the school.

Under Virginia law, parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children. When schools partner with parents and actively

seek their involvement, students are more likely to experience improved outcomes. The VDOE has created a Parent Page that outlines information and resources to support success in school and beyond.

The goal of the district office of Family and Community Engagement (FACE) in Chesapeake Public Schools is to create meaningful partnerships in order to empower families, educators, and community agencies to support the initiatives of Chesapeake Public Schools. Throughout the year, FACE hosts various events, both online and in-person, in our schools that are intended for a variety of audiences. Families are invited to view our calendar of events for more information and are encouraged to take advantage of the opportunities provided.

CSLS will promote parental involvement by encouraging the following:

1. Monitoring of student grades and attendance via ParentVue
2. Arranging parent/teacher meetings as needed
3. Monitoring of student assignments and homework via Canvas
4. Participating in school events such as open house, scheduling nights, academy nights, information nights, etc.
5. Attending FACE events throughout the school year
6. Supporting Oscar Smith Middle School's PTSA

Community partners and parents will serve on the Lab School Advisory Council to provide input and advice on matters related to the Lab School to create a positive and meaningful learning environment for students.

Community partners who have agreed to support the Lab School are: Amazon, Hampton Roads Workforce Council, Hampton Roads Chamber and the City of Chesapeake.

Further, our outreach efforts will be inclusive of all students and provide additional avenues for parents and the community beyond Chesapeake to be involved.

The following components should be addressed if applicable to the college partnership laboratory school:

18. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

N/A

19. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Lab School students who apply for acceptance into Governor's STEM Academy, Science and Medicine Academy, International Baccalaureate Academy, or the Chesapeake Career Center during their high school experience will be given favorable consideration.

Lab School teachers will be eligible to complete SOL-aligned Computer Science Integration Microcredentials which yield hours towards re-licensure, a stipend, and digital badges that display a list of acquired CS knowledge and pedagogy competencies. The stack of five required and three elective microcredentials is offered through ODU School of Continuing Education with professional support by faculty and staff at The Center for Educational Partnerships. Microcredentials topics are: Introduction to Computer Science, Digital Impact, and Digital Citizenship; Computing Systems, Networks and the Internet, and Cybersecurity; Algorithms and Programming; Data and Analysis; and Computer Science Lesson Integration. The three elective microcredentials topic courses are: Coding with Python, Computer Science with Underrepresented Groups, and Computer Science Careers.

20. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

N/A

21. If the college partnership laboratory school plans to provide co-curricular and extracurricular programs and how they will be funded and delivered.

Chesapeake Public Schools' extracurricular activities, including but not limited to athletics, clubs, CTE student organizations, competition teams, and honors societies, will be accessible at will be accessible to students at CSLS @ OSMS through Oscar Smith Middle School.

We plan to offer summer learning opportunities for CSLS students, as well as a part of our recruitment processes. Initially, this will be funded via Lab School grant funds, and we are also in the process of exploring external funding for these programming efforts.

IV. ELEMENT 4 – Lab School Governance

The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See §§22.1-289 through 22.1 -318.2 of the *Code of Virginia*.)

Dr. Augustine "Austin" Agho became Old Dominion University's Provost and Vice President for Academic Affairs in June 2016. The Provost is the chief academic officer at ODU, with responsibility for all undergraduate and graduate education programs, faculty recruitment and retention, and accreditations. Prior to becoming Provost at ODU, Dr. Agho served as Dean of School of Health and Rehabilitation Sciences at Indiana University-Purdue University at Indianapolis and as the Founding Dean of the School of Health Professions and Studies at University of Michigan-Flint. He also served as a faculty member and director of the Health Care Management Program at Florida A&M University, and University of Illinois-Springfield. Provost Agho led the efforts to create the Urban Health and Wellness Center, a nursing and

physical therapy clinic at the University of Michigan-Flint and supported the student-run interprofessional health clinic at Indiana University. Provost Agho served as a member of the American Council on Education Commission on Internationalization and Global Engagement and is currently a Board Member of the Virginia-North Carolina Louis Stokes Alliance for Minority Participation. He has published several peer-reviewed articles in top-tiered journals and secured over $5 million in grants from government agencies and foundations. Dr. Agho received his BA in Management Science from Alaska Pacific University, Master of Health Administration from Governors State University in Illinois, and Ph.D. in Health and Hospital Administration from the University of Iowa, Iowa City.

Dr. Brian K. Payne is the vice provost for academic affairs at Old Dominion University, where he is tenured in the Department of Sociology and Criminal Justice.

Payne is the author or co-author of more than 160 journal articles and seven books including *White-Collar Crime: The Essentials* (Sage), *Family Violence and Criminal Justice* (Elsevier, with Randy Gainey), *Crime and Elder Abuse: An Integrated Perspective* (Charles C Thomas), and *Introduction to Criminal Justice: A Balanced Approach* (Sage, with Will Oliver and Nancy Marion). He is the director of the Coastal Virginia Center for Cyber Innovation and serves as his institution's SACSCOC Liaison. He led the development and currently oversees the School of Cybersecurity, School of Data Science, and School of Supply Chain Logistics, and Maritime Operations. His administrative areas of oversight include the Institutional Effectiveness and Assessment, Academic Success Center, Registrar's Office, Honors College, Undergraduate Studies, Center for High Impact Practices, and Institute for Design Thinking and Leadership Development. Payne is a past president of the Southern Criminal Justice Association and the Lab School of Criminal Justice Sciences and former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling more than $6.5 million.

Sarah Jane Kirkland is the Associate Vice President for Corporate Partnerships for Old Dominion University. Ms. Kirkland focuses on initiating and cultivating relationships with senior executives at corporations and nonprofits to develop partnership opportunities, such as internships, apprenticeships, clinical rotations and employment placements; part-time teaching by executives; curricular co-development of adult learning opportunities and certificate programs; degree-completion initiatives; corporate grants for research and development; and workforce development initiatives. With a strong background in business development and community outreach, Kirkland has served the CIVIC Leadership Institute from 2019 through the present as President and Chief Executive Officer; 2016 through 2019 as Chief Operating Officer; and 2013 through 2016 as Director of Alumni Engagement; as well as 2003 through 2005 as Program Manager. She also has extensive experience with Carnival Cruise Line, including nearly a decade as a Business Development Director.

Superintendent Dr. Jared A. Cotton began his educational journey in Chesapeake as a proud graduate of Great Bridge High School. After graduation, he attended Tidewater Community College, where he discovered a passion for teaching, earning an associate's degree in Education. He continued his education at Old Dominion University, where he earned a bachelor's degree in Middle School Education. Then, he received a master's degree in Educational Administration from The George Washington University and earned his doctorate in Educational Administration and Policy Studies in 2003. He holds an Instructional Technology Certificate from the University

of Virginia and a Certificate in Change Leadership from Cornell University. In 2011, Dr. Cotton attended the Leadership Institute for Superintendents at the Harvard Graduate School of Education. He received his National Superintendent Certification through the AASA, The School Superintendents Association in 2016.

He returned to Chesapeake in 1992, where he started his twenty-five-year career in education as a fifth grade teacher at Crestwood Intermediate School, where he once attended as an elementary student. He later served in various roles throughout the division, including Instructional Technology Specialist, Summer School Coordinator for the Chesapeake Career Center (formerly known as the Center for Science and Technology), Assistant Principal at both Hickory Middle School and E. W. Chittum Elementary School, Principal at G. A. Treakle Elementary School, and Director of Assessment and Accountability.

Dr. Cotton served for more than six years as the Associate Superintendent for Educational Leadership and Assessment for Virginia Beach City Public Schools before being appointed as the Superintendent for Henry County Public Schools in 2012. He served Henry County for over six years and was named the 2019 Virginia State Superintendent of the Year by the Virginia Association of School Superintendents. Recently, Dr. Cotton was awarded the 2022 Communication Technology Award for Superintendents by the National School Public Relations Association (NSPRA). Dr. Cotton has a strong background in strategic planning and curriculum and instruction.

Mrs. Diane W. Edwards has served as Chesapeake Public Schools' Chief Academic Officer for the past two years. She received both her Bachelor of Science in Education and Master of Science in Special Education degrees from Old Dominion University. She also received her K-12 Administrative Endorsement from Norfolk State University.

She brings over 43 years of educational experience to each of her roles - 38 of those years have been in Chesapeake Public Schools. She began her career as a first-grade and special education teacher and later held vast and varied administrative positions. She has served her district as a Special Education Administrator, Assistant Principal, Staff Assistant to the Assistant Superintendent, Principal, Program Administrator for Federal Programs, Director of Testing, Division School Improvement Liaison, and currently Chief Academic Officer. While impactful in each role, she readily relies on the experience gained in the diversity of the three schools she led in her 13 years as principal - in an affluent area of our city, in a middle-income community, and in one of the Title I schools that feeds into Oscar Smith Middle School. Each of these unique experiences prepared her to support the needs of all of our Chesapeake schools. Mrs. Edwards' extensive principal experience has also led her to perform consultant work mentoring and training principals for the National Association for Elementary School Principals for the past decade.

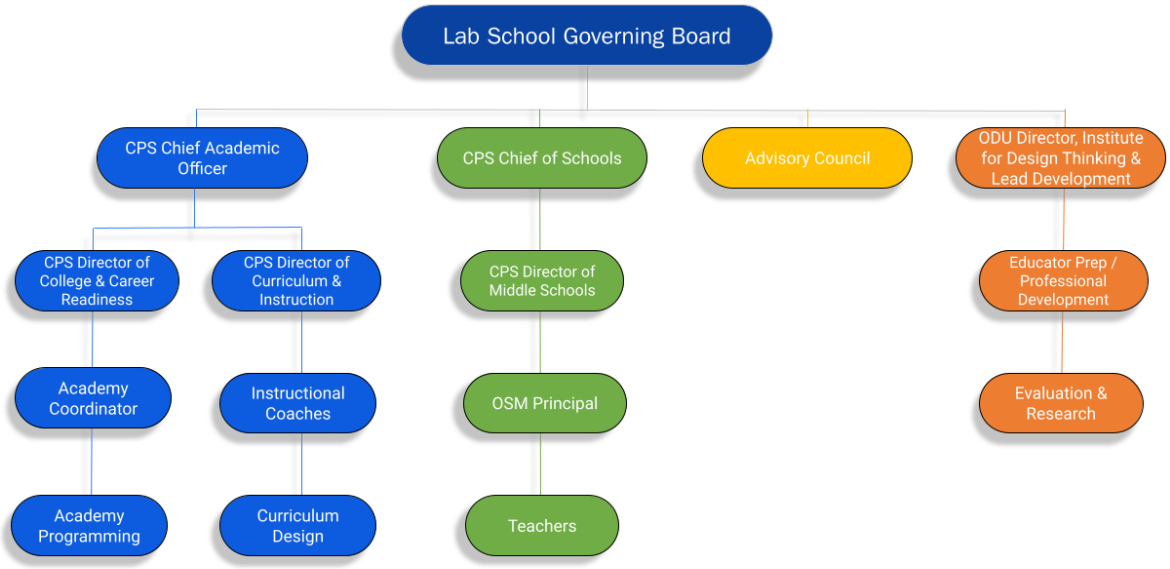
Dr. Jacqueline Miller received her Bachelors from Norfolk State University, Masters from Old Dominion University and her Doctorate from Virginia Tech.

Over the last 38 years, Dr. Miller has served as a business education teacher and coordinator, an assistant principal, principal and as a Director of Assessment and Accountability. She currently serves as Chief of Schools. In this role, she oversees the Division of School Leadership and

Support Services which includes the departments of student discipline, athletics, student activities, attendance and enrollment, safety and security, health services, transportation and school leadership.

Dr. Miller also gives back to the educational community as an adjunct professor at Old Dominion University, finding fulfillment in teaching students who are aspiring to be the next generation of school leaders. She is especially proud to be a servant leader to students and staff at both the K-12 school division and collegiate level

2. A well-defined organizational chart showing the roles and responsibilities of all positions included as well as the relationship of the school's governing board to the administrative staff of the college partnership laboratory school. This organizational chart should include the functional reporting structure, including lines of authority and reporting between the school's governing board, school leadership, school management, teaching staff and any functional administrative teams. Also include related functions such as advisory councils, parents/guardians, and teacher councils or external organizations that will play a role in managing the school.



3. A clear description of the functions, roles, and duties of the governing board and its proposed composition and bylaws, the location of the public meeting space, and how it will comply with regulations such as the Freedom of Information Act. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

Governing Board: The governing board will be composed of leaders from Old Dominion University and Chesapeake Public Schools. A shared governance model will be in place,

establishing policies that align with established university and school district policies. The Board will seek recommendations from the Director of College and Career Readiness, the Academy Coordinator, the CSLS Principal, the ODU Director of the Institute for Design Thinking and Leadership Development, and the Advisory Council when considering decisions regarding the Lab School functioning. The Board will meet quarterly, following the procedures in the Code of Virginia.

The Advisory Council will be composed by the chairs of the following committees. Committees may be dissolved and created as the Lab School process evolves. Depending on the committee, members of these committees may include parents, teachers, students, school and central office administrators, industry and community members, and university faculty and administrators.

- Parent & Community Engagement
- Curriculum
- Research
- Educator Preparation
- Sustainability
- Marketing & Branding

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents/guardians, and community organizations.

The Governing Board will include leaders from Old Dominion University and Chesapeake Public Schools. The CPS Superintendent or designee will provide updates to the Chesapeake Public Schools School Board and the ODU Provost or designee will provide updates to the ODU Board of Visitors.

5. Explain the decision-making processes the governing board will use to develop school policies.

The Program Manager will solicit input from the Director of College and Career Readiness, Academy Coordinator, Principal, and Lab School Advisory Council for policy recommendations. The Program Manager will present those recommendations to the Governing Board.

6. Portray how the governing board will involve parents/guardians and community members in governing the school.

The Governing Board will select community partners and parents to serve on the Lab School Advisory Council to provide input and advice on matters related to the Lab School to create a positive and meaningful learning environment for students.

7. Admissions Policy (see 22.1-349.3 of the *Code of Virginia*.) Provide a detailed description of the overall college partnership laboratory school lottery process. The detailed process description should include a) strategy and methodologies for process

design, b) public communication strategies, c) process implementation, and c) ongoing management of the following topic areas:

(1) marketing strategies to reach all demographic groups residing in the Commonwealth,
(2) admitting students to the college partnership laboratory school,
(3) management of the enrollment lottery waiting list,
(4) managing statutorily allowed preferences,
(5) managing student withdrawals and transfers, and
(6) audit process.

See *Best Practices for Administration of Lottery* from the CPLS Standing Committee for more information.

1. Each year, the number of students accepted into the Lab School will be determined based on the space available.
2. Parents will be required to complete an application for their child to attend the Lab School during a predetermined window of time each year.
3. As applications are submitted, they will be time stamped with the date and time of submission.
4. A lottery date will be predetermined and a neutral party (approved by ODU) will monitor the lottery process.
5. ODU and CPS will conduct the marketing campaign and student recruitment process. This process will begin prior to the start of the application process.
6. We will use general information to determine student eligibility such as the student's name, age, parent/guardian name, address and a number where the parent/guardian can be reached at the conclusion of the lottery.
7. If at the end of the application period, we have more qualified applications than we have seats, we will conduct a lottery. If we do not have more applicants that we have available seats, we will conduct our admission process in the order that applications were submitted based on the date and time stamp.
8. To prepare for the lottery, we will prepare a roster or "Qualified Applicant List" listing each student's name. The list will be given to the neutral party who will monitor the lottery.
9. In order to maintain student privacy and to facilitate randomization of the process, a ticket number composed of six to seven numbers will be generated and applied to a name on the list. These numbers, unique to each student, are on the Number Identifier List. The Number Identifier List is given to the neutral party monitoring the lottery process and is not shared with anyone else.
10. The lottery is run on the appointed day with the neutral party in attendance. The Number Identifier List without the associated student name is generated by the neutral observer and given to whomever is running the lottery. During the randomizing process the ticket numbers are randomized, and a rank order is created using only the list with the ticket numbers. Each applicant receives a rank order number. No ticket number is excluded.
11. A copy of this list will be given to the neutral observer. The neutral observer provides the school administration with a copy of the newly rank-ordered list that pairs the student's name with their identifier ticket. This is now called the Master Admission List. The neutral observer retains this list and gives a copy to the school administration.

12. The Lab School begins the admission process by having the parent or guardian of the student sign a document saying that they will accept or reject a seat in the class. This document will also provide guidelines for admission such as tuition in the event a student is not enrolled in CPS and transportation requirements.
13. Each month after the lottery, the Lab School administration will send a report to the neutral observer providing updates on which students accepted or rejected seats until such time the class is filled.
14. Students who receive a randomized ticket number in excess of the declared number of available seats shall constitute the waiting list and that order will not change unless or until their rank order is accessed to admit students to the new class after a student on the Master Admission List declines the offer of a seat in the incoming class.
15. As vacancies occur in the Lab School, students will be admitted from the waitlist. The waiting list is only applicable for the given school year. Parents must reapply for the following school year and a new waitlist will be established. Applications will not be accepted after the application deadline.

Withdrawals

1. Students who accept placement into CSLS are expected to remain in the program all three years in middle school.

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

1. A detailed staffing chart showing all planned positions for the college partnership laboratory school. This organizational chart should include all planned positions for the school's leadership team, administration team, teaching staff, teaching assistants/pre-licensure student teachers, specialized instructional support positions and any other and any positions. This staffing chart should include (1) Position Title, (2) Brief Overview of the Position Responsibilities and SCED assignment, if any, (3) Licensure Requirements, if any, (3) Planned Hiring Date, (4) Number of Positions Required (5) Reporting Relationship, and (6) Position Professional Development Requirements, if any.

Position (1, 3-4)	Reports to (5)	Qualifications (2,6)
CSLS Coordinator Hiring Date: Summer 2024	ODU	Master's Degree in K-12 administration license preferred Responsibilities include managing the day to day

		operation of the Lab School through students, staff and parental support. Professional Development: Completion of ODU's Computer Science Integration Microcredentials and GO TEC® training
CSLS Coaches (3) Hiring Date:Summer 2024 and summer 2025	OSM Principal & Director of Curriculum and Instruction	Master's Degree preferred, K-12 teaching experience required Responsibilities include supporting the teaching and learning process at the Lab School. Professional Development: Completion of ODU's Computer Science Integration Microcredentials, CPS Instructional Coaches and GO TEC® trainings. SCED Codes: will vary
Math Teachers (3) Lab School Start Dates will be Fall 2024 and Fall 2025.	OSM Principal	Teachers must be endorsed in Math. Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS. SCED Codes: 2036, 2037, 2038
English Teachers (3)	OSM Principal	Teachers must be endorsed in English.

Lab School Start Dates will be Fall 2024 and Fall 2025.		Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS. SCED Codes: 1034, 1035, 1036
Science Teachers (3) Lab School Start Dates will be Fall 2024 and Fall 2025.	OSM Principal	Teachers must be endorsed in Science. Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS. SCED Codes: 3236, 3158, 3159
History Teachers (3) Lab School Start Dates will be Fall 2024 and Fall 2025.	OSM Principal	Teachers must be endorsed in History. Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS. SCED Codes: 4164, 4102, 4103
Enhanced Elective Teachers (10)	OSM Principal	Teachers must be licensed by the VDOE to teach designated elective, as well as engage in PD focused on

Lab School Start Dates will be Fall 2024 and Fall 2025.		the integration of computer science in electives (art, music, HPE, Family Life, world language, and library) Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS, which includes VDOE standards, lesson design and delivery, and integration of computer science. SCED codes: will vary
Special Education Teachers (3) Lab School Start Dates will be Fall 2024 and Fall 2025.	OSM Principal	Teachers must be endorsed in Special Education. Responsibilities include direct teaching and learning in endorsed content. Must attend professional development as assigned by ODU and CPS. SCED codes: will vary
Program Manager Year 1 (no licensure requirement; 1 position)	Director, Institute for Design Thinking and Leadership Development	Master's Degree preferred, K-12 teaching experience preferred
Faculty and Administration Lab School Support Year 1 (no licensure requirement)	Old Dominion University	Faculty and administration at Old Dominion University
Research Coordinators Year 1	Old Dominion University	Faculty and administration at Old Dominion

(2 positions; no licensure requirement)		University
Education Specialist Hiring date: June 2025 Number of positions: 1	The Center for Educational Partnerships at Old Dominion University Executive Director	Responsibilities include support for curriculum writing, professional development, and instructional coaching. Professional development requirements include a Virginia K-12 teaching license and knowledge of the CS SOLs.

2. Detailed plans for the recruiting and developing school leadership and staff including a timelines/calendar for recruiting, recruiting strategies, plan for recruiting and supporting a diverse staff, and the position responsible for college partnership laboratory school staff selection. Also include a plan for onboarding/orientation of new staff members and what entity is responsible.

The Academy Coordinator and Program Manager will be hired within three months of receiving the grant. The instructional coaches will be hired within six months of receiving the grant.

A job description will be developed by the committee that outlines the duties for the academy coordinator and instructional coaches for the Lab School. The job posting will be advertised on the school district's website. Both college and school-based employees will be selected based on experience and expertise in working with the Chesapeake Public School (CPS) and Old Dominion University.

Onboarding will take place at the school system and the university levels. The CPS human resources department will organize the onboarding process and provide information as it relates to staff professionalism, insurance, and benefits. The staff will also receive professional development from the department of Employee Expertise on best instructional practices, daily operations, and professional growth opportunities.

Old Dominion University (including Old Dominion University Research Foundation) positions will follow the organization’s human resource hiring practices linked here: ODU and ODURF.

3. Assurance that the applicant will meet the conditions of § 22.1-349.9 of the *Code of Virginia* which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

All lab school employees will be employees of ODU in their capacity as lab school personnel.

4. List the qualifications and appropriate licenses and endorsements that each position must have to perform the job function(s) for the college partnership laboratory school's leadership and proposed teachers and other staff. Provide information about what entity is responsible for submitting licensure requests to VDOE and ensuring staff maintain their license during their renewal cycle. If individuals have already been identified for specific positions, provide their names, qualifications and/or teaching license number as an Appendix – Laboratory School Teacher/Staff Information.

The Academy Coordinator must hold a Virginia Postgraduate Professional License in Administration and Supervision.Instructional Coaches must, at minimum, hold a Virginia Postgraduate Professional License, however; a Master's Degree is preferred.

With the collaboration of Old Dominion University, Chesapeake Public Schools' Human Resources department is responsible for submitting licensure requests to VDOE.

5. Describe the plan to meet the conditions in § 22.1-349.9 of the *Code of Virginia*, which states that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 that are applicable to teachers employed by a local school board."

CSLS teachers, instructional coaches and the academy coordinator must possess a Bachelors or Masters degree in education and be eligible to possess Virginia Collegiate Professional License or Post Graduate Professional License with appropriate endorsements.

Teacher, as a condition for employment, must complete a background check with fingerprinting, collecting data on convictions for crimes of child abuse and neglect as required by §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Additionally, teachers must possess the ability to communicate effectively verbally and in writing, as well as the ability to establish and maintain effective working relationships with students, staff, parents, and the general public.

The Lab School teachers will be provided a supplemental Laboratory School contract paid with grant funds. The Academy Coordinator and Instructional Coaches' full salaries will be paid with grant funds.

6. Describe the school's leadership and teacher employment policies by identifying which entity's employment policies pertain to which particular position and describe the process of notification to all school employees of the terms and conditions of employment. If possible, provide a sample of the human resource policy for the school that is consistent with state and federal law.

Employment Policies per Entity:

Old Dominion University (including Old Dominion University Research Foundation) positions will follow the organization's human resource hiring and employment practices linked here: ODU and ODURF.

Chesapeake Public Schools will follow the policies with regards to leadership and teacher employment as outlined in our School Board Policy manual.

7. Describe the plan for annual performance evaluations, including who will be conducting the evaluations for each position and what evaluation standards will be used for each position. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

ODU will follow CPS policies and procedures for routine evaluation of the Lab School Program Manager and teachers.

The School Board delegates to the Superintendent the authority and responsibility to develop and implement a performance assessment system for all employees. The Superintendent will assure that cooperatively developed procedures for Teachers and Licensed Administrator assessments are implemented throughout the division. The assessment program will be consistent with the performance standards set forth in the Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Assessment of Support Staff employees will be a continuing process and will include periodic formal appraisals. The results of all formal assessments will be documented, dated and signed by the evaluator and the employee being evaluated, with one copy going to the employee's personnel file at the Human Resources Office and one copy going to the employee. The CSLS Program Director will be assessed on an annual basis by the governing board, with support and recommendations by the Director of the Institute for Design Thinking and Leadership Development. For their professional development roles with the university, staff at CSLS will receive an annual evaluation from ODU from designated faculty or staff in accordance with policies related to their job classification.

ODU follows the policies and procedures for routine evaluation of the faculty, staff, and administrators per ODU policy (or ODURF, depending on the hiring structure).

8. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (*See* § 22.1-349.9 of the *Code of Virginia*.)

All qualifications of CSLS teachers and administrators will be consistent with Chesapeake Public School's policies and approved by ODU. For positions that require licensure and endorsement areas, staff will be monitored through the CPS Human Resources department and evaluated regularly by the program lead. Administrators will hold the required endorsements in alignment with CPS policy and ODU approval.

9. Provide an overview of the high quality professional development programs associated with the mission and proposed instructional program. Describe how faculty and staff will access the professional develop and if the school is providing professional development days, reimbursements for tuition, registration, travel, and substitutes, if needed. (*See* § 22.1-253.13:5 of the *Code of Virginia*.)

Teacher professional development (PD) will include staged exposure to content and pedagogical knowledge and experiences in (1) Computer Science integration, (2) Instructional technology and equipment use, and (3) Design Thinking. The PD will both draw upon and inform curriculum development efforts.

(1) Computer Science integration PD will include ODU Computer Science Integration Middle School Microcredentials, which are offered through the ODU School of Continuing Education with instructional support by The Center for Educational Partnerships at ODU. The Microcredentials are aligned with the VDOE Computer Science Standards of Learning and require the participant to demonstrate CS content knowledge and CS integration pedagogical knowledge. Grade level teams including core and elective teachers and instructional coaches will be supported through a professional learning community (PLC) to complete the microcredential stack, produce CS integration lesson plans, and obtain the CS integration digital badges. The PLC will be co-facilitated by ODU The Center for Educational Partnerships at ODU faculty, CSLS staff, and OSM instructional coaches.
(2) Instructional technology and equipment training will be provided by GO TEC® and other vendors on an ongoing basis.
(3) Design Thinking PD will include a summer institute followed by school year participation in a PLC. The Design Thinking PD will be designed and facilitated by the ODU Institute for Design Thinking and Leadership Development.

The staged exposure follows a three-year cycle. It allows cohorts of teachers, initially sixth and eighth grade teachers, to participate in PD during the year prior to implementation with the Lab School students, spend a year implementing curriculum and technology, and participate in design thinking institute during the third year of implementation at that grade level. PLC's will be ongoing throughout. By the end of the five-year grant period, all teachers will have completed the three PD strands in cohort groups. Instructional coaches will co-facilitate and support each professional development session. They will follow up and support the implementation of new learning through job-embedded coaching cycles.

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (*See* § 22.1-349.3 C of the *Code of Virginia*.)

An MOU will be developed between CPS and ODU to indicate the following:

- Chesapeake Public Schools responsibilities:
- logistics and cost of student transportation to and from the CS Lab School and all experiential learning opportunities and field trips.
- logistics and cost of student extracurriculars including school sports originating from their divisions.
- providing meals to all students originating from their division.
- identifying and providing the necessary support for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students.
- ensuring student access to counseling, support services, and accommodations as necessary.
- managing attendance concerns.
- maintaining and reporting attendance, mid-term, and final grades to CPS.
- provide access to and the use of their Learning Management System, library resources, and other digital systems for the use of the Lab School staff.
- organizing SOL testing, SAT testing, ACT testing, and other standardized learning assessments.
- providing nursing and medical services Lab School students.

Old Dominion University responsibilities:

- Coordinate recruitment, supervision, development, and manage salary and benefit awards for lab school-related employees.
- Provide and/or coordinate professional development support for lab school teachers as needed and identified by joint ODU-CPS team related to computer science and design thinking.
- Provide curriculum development support for the lab school.
- Periodically review and adapt the curriculum.
- Establish and manage partnerships toward the development, implementation, and sustainability of the lab school.
- Allocate funds for, and oversee the procurement of, essential CS/Science equipment for the lab school.
- Coordinate educator preparation support for site-based courses and student teaching.
- Design, implement, and coordinate the research ODU-related research activities.
- Facilitate family/student focus group sessions and lab school advisory council.
- Provide regular updates to the lab school Governing Board related to PD, research results, Lab Manager performance and any other lab school-related items.

11. Information and materials indicating how parents/guardians, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement and communication will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

According to Code.org, computing jobs are the number one source of new wages in the United States. However, computer science remains underrepresented throughout K-12 education. Virginia currently has 29,633 open computing jobs with an average salary of $106,580. Utilizing a best-practice mode to integrate computer science and developing CSLS, students will be equipped to enter the workforce to fill the talent gap in technology.

Chesapeake Public Schools will capitalize on two departments within the division to support parental involvement and communication to support the students in the Lab School. The first department is Family and Community Engagement (FACE) to create meaningful partnerships that will empower families, educators, and community agencies to support Lab School initiatives. This department hosts various events throughout the school year, both online and in-person at our schools.

Additionally, our Communications department will be utilized to support the Lab Schools by sharing information to our stakeholders using a variety of platforms such as Amplified Podcasts, Peachjar, Social Media platforms, email, text messaging, etc. Visit our Communications webpage to learn more about the variety of methods used to share information.

Finally, the Governing Board will select community partners and parents to serve on the Lab School Advisory Council to provide input and advice on matters related to the Lab School to create a positive and meaningful learning environment for students.

12. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook.

Students enrolled in the CSLS will follow the governance outlined in the CPS Student Handbook. This booklet includes student's basic rights and responsibilities, attendance and discipline policies, food services, transportation, and student fines and fees. Due process for students and the parental appeal process are also in this handbook.

13. A detailed school start-up plan that identifies major tasks, timelines, and responsible individuals for accomplishing each task noted in the start-up plan.

Date	Type of Activity	Activity	Target group	Location	Description/Notes
Winter 2023/24	Advisory Board	Creation of Advisory Board and first meeting	Key Partners and Stakeholders	TBD	Purpose and function of the advisory board, input and feedback on current plan
Winter 2023/24	Personnel	Establish steering committee leads	Key leaders for ODU and CPS	N/A	Identify leaders responsible for each of the core teams (Research, Educator Prep, Curriculum Development, etc.)
Winter 2023/24	Curriculum Development	Identify content experts to serve on curriculum development processes/internal and external stakeholders	ODU Faculty, Industry, and Business partners	TBD	Identify lead facilitator and work with core team lead to establish outcomes.
Winter 2023/24	Exposure/Recruitment	Develop logo and marketing/promotion materials	HS marketing and digital design courses	CPS/OSM team	Committee established to create logo, pledge for school/students
Winter 2023/24	Facilities	Receive quotes from vendors for facilities upfit.		N/A	Work with ODU/CPS to understand process to obtain quotes and submit an RFP, if needed. Develop a timeline for the procurement process.
Winter 2023/24	Research	Convene Research Core Team and map out theory of action and logic model.	Research Core Team	TBD	Identify members of the Research Core Team and utilize a facilitator to support the work to map out the theory of action and logic model.
Winter 2023/24	Educator Prep	Convene Educator Prep core team	Educator Prep Core Team	TBD	
Spring 2024	Building Understanding and Capacity	CPS School Board update	CPS School Board and Community	CPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2024	Building Understanding and Capacity	CPS Staff meetings	Key CPS Leaders and Staff (Cabinet/Senior Staff, Principals, Counselors, Teachers)	TBD	Overview of the program and plan
Spring 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	TBD	Orientation, purpose and expectations. Introduce a partnership plan.
Spring 2024	Exposure/Recruitment	General Student Interest activities	5th grade students	TBD	Push into the schools; Develop an interdisciplinary project to spark interest? Also, help to identify potential barriers, such as transportation, etc.
Spring 2024	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families	CPS ES and Virtual session(s)	Overview of the program and plan

Spring 2024	Curriculum Development	Develop curriculum pathways	CPS/ODU staff	TBD	Identify key staff from CPS, ODU and external partners. Host 2 full days bringing people together to map out the pathways, course offerings and identify next steps. This work will serve as preparation for the Teacher Summer Retreat.
Spring 2024	Facilities	Continue facilities quotes based upon curriculum development processes		TBD	
Spring 2024	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Summer 2024	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 5th graders	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2024	Curriculum Development	Summer Curriculum Development Institute	Core group of CPS, ODU identified to develp the curriculum and pathways	TBD	Dedicated time for key staff from CPS, ODU and external partners. 2 days to check in on progress, collaboratively identify gaps or areas where additional work is needed. Also used to finalize plans for the Teacher Summer Retreat This could be used to build capacity but also as a way to develop and refine the curriculum.
Summer 2024	Building Understanding and Capacity	Teacher Summer Retreat	CPS Cohort Teachers and Staff	TBD	Can we build initial exposure into existing curricula in 8th-9th grade? Interdisciplinary or cross disciplinary project?
Summer 2024	Personnel	Recruitment and hiring of MESA Director	CPS Educators	TBD	Finalize job description and post on mulitple sites for recruitment of high quality candidates.
Summer 2024	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Fall 2024	Building Understanding and Capacity	CPS & ODU School Board updates	CPS School Board and Community	CPS	To provide an update on the work taking place, including immediate, short term and long term actions
Fall 2024	Exposure/Recruitment	School visits	Current 5th graders/Current 7th graders	OSM feeder ES	Visit each CPS elementary school to hold an information session during the school day;
Fall 2024	Exposure/Recruitment	Roll out Marketing materials	CPS students and community	Chesapeake	Roll out marketing plan to include school and community messages, social media and TV ads, community marketing, etc.

					High interest activities; off-site trips?
Fall 2024	Exposure/Recruitment	After school camps	CPS elementary students	OSM feeder ES	Can we pay club/camp sponsors?
Fall 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	TBD	
Fall 2024	Exposure/Recruitment	Field trips	CPS elementary students	OSM feeder ES	
Fall 2024	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Winter 2024/25	Exposure/Recruitment	Continued Marketing and Recruitment	Lab School staff, CPS Leadership and Counselors	CPS	Continued promotion and use of marketing and recruitment materials until course selection ends.
Winter 2024/25	Course Selection	Student course selection for 2025-26	Rising 6th graders/8th graders	OSM feeder ES	
Winter 2024/25	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	TBD	
Winter 2024/25	Cohort 1	1st cohort notified of selection	Rising 6th graders/8th graders	OSM/feeder ES	Consider how to notify students. Plan to capture some student and parent reactions. How can we memorialize this moment?
Spring 2025	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohort	OSM feeder ES	Overview of the program and plan
Spring 2025	Building Understanding and Capacity	CPS School Board update	CPS School Board and Community	CPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2025	Personnel	Recruit and hire 2 Teachers	CPS Teacher community	CPS	Begin to on board teachers; professional development
Spring 2025	Cohort 1	Iniital meeting of cohort 1	1st 6th grade/8th grade cohort	TBD	Initial meeting to include overview, team building, high interest activities, etc. Notification of summer institute dates.
Spring 2025	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Summer 2025	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 5th graders	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience

Summer 2025	Building Understanding and Capacity	Teacher Summer Retreat	CPS Cohort Teachers and Staff	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curricilum units and lessons
Summer 2025	Cohort 1	Summer Institute for identified cohort	1st 6th grade/8th grade cohort	TBD	This would be a summer experience for 11th graders in the first cohort. Include exposure to field experts, site visits, and high interest activities.
Summer 2025	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Fall 2025	Cohort 1	6th grade/8th grade cohort begins	6th and 8th graders	Lab School	
Fall 2025	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.
Fall 2025	Exposure/Recruitment	Recruitment for fall 2026 cohort	Current 5th graders	OSM feeder ES	
Winter 2025/26	Course Selection	Student course selection for 2026-27	Current 6th graders	OSM	Course selection for new cohort and those returning in year 2. Consider 1:1 scheduling with initial cohort to guide and understand any reasons for not continuing in the program.
Winter 2025/26	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	TBD	
Winter 2025/26	Cohort 2	2nd cohort notified of selection	Current 5th graders	OSM feeder ES	
Winter 2025/26	Course Selection	Student course selection for 2026-27	Current 5th graders	OSM feeder ES	Course selection for new cohort and those returning in year 2. Consider 1:1 scheduling with initial cohort to guide and understand any reasons for not continuing in the program.
Winter 2025/26	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort 2	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.
Spring 2026	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohorts	OSM feeder ES	Overview of the program and plan

Spring 2026	Building Understanding and Capacity	CPS School Board update	CPS School Board and Community	CPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2026	Cohort 2	Iniital meeting of cohort 2	2nd 6th grade cohort	TBD	Initial meeting to include overview, team building, high interest activities, etc. Notification of summer institute dates.
Summer 2026	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 5th grade	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2026	Building Understanding and Capacity	Teacher Summer Retreat	CPS Cohort Teachers and Staff	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curricilum units and lessons
Summer 2026	Both cohorts	Summer Institute for identified cohort	Cohort 1 and cohort 2	TBD	This would be a summer experience for new 11th graders in the first cohort and the returning 6th graders in year 2. Include exposure to field experts, site visits, and high interest activities.
Summer 2026	Educator Prep	Teacher training and preparation	CPS - OSM faculty members	TBD	Equipment training, Curriculum best practices. Microcredentials
Fall 2026	Both cohorts	Full implementation 6th,7th and 8th grade cohorts	6th, 7th, 8th grade		
Fall 2026	Exposure/Recruitment	Recruitment for fall 2027 cohort	current 5th graders		
Fall 2026	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.

14. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Lab School students who apply for acceptance into Governor's STEM Academy, Science and Medicine Academy, International Baccalaureate Academy, or the Chesapeake Career Center during their high school experience will be given favorable consideration.

Lab School teachers will be eligible to complete SOL-aligned Computer Science Integration Microcredentials which yield hours towards re-licensure, a stipend, and digital badges that display a list of acquired CS knowledge and pedagogy competencies. The stack of five required and three elective microcredentials is offered through ODU School of Continuing Education with professional support by faculty and staff at The Center for Educational Partnerships. Microcredentials topics are: Introduction to Computer Science, Digital Impact, and Digital Citizenship; Computing Systems, Networks and the Internet, and Cybersecurity; Algorithms and Programming; Data and Analysis; and Computer Science Lesson Integration. The three elective Microcredentials topic courses are: Coding with Python, Computer Science with Underrepresented Groups, and Computer Science Careers.

15. Describe how the college partnership laboratory school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed college partnership laboratory school will meet the following requirements including the process to notify parents of health and safety situations

    - Fire & Safety Regulations
    - Severe Weather/Natural Disaster
    - Student Missing/Hiding/Runaway/Abduction
    - Terrorist/Hostage Situation
    - Possession of Weapons
    - Bomb Threats/Explosions
    - Food Inspections
    - Student Medical Issues/Medical Emergencies

CSLS will follow all Chesapeake Public Schools policies and procedures regarding the topics above.

VI. ELEMENT 6 – Financial and Operations Information

The following components must be addressed:

1. A description of the college partnership laboratory school's financial plan and policies, including financial controls and audit requirements for the school in accordance with generally accepted accounting principles

The Lab School will use the Old Dominion University's Research Foundation fiscal policies, to include financial controls and audit requirements. Related policies can be found at this link: https://researchfoundation.odu.edu/policies-and-procedures-finance-administration/. The governing board may adopt certain distinctive fiscal policies, and only adopted fiscal policies and regulations will override a fiscal agent policy.

2. Revenue projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential revenue:
    - Start-up grants
    - Operational per-pupil funds from the College Partnership Laboratory Schools Fund
    - State ADM funds – Include the formula used for calculating allotments
    - Local Per Pupil Funds – Include the formula used for calculating allotments
    - Federal Funds
    - Operational Grants
    - Foundations*
    - Private Funds*
    - Other Funds *

- In-Kind/Non-Monetary Goods or Services*

*If you are depending on these sources of funding to balance your operating budget, provide documentation, such as signed statements from donors, foundations, etc., on the Availability of these funds.

The budget provided considers the four-year funding provided by the laboratory school grant, as well as the support provided by the university and division partner. Budget details provided below. Our budget projections consider the fiscal support needed to develop and implement the laboratory school for the four years of funding. We also calculate an anticipated fifth year with funding aligned with year 4. Beyond the four years of funding, we anticipate an active outreach and sustainability campaign developed in year 1 with partners, the implementation of specific base-budget funded lines with our division partners and identifying grants and other development opportunities to ensure the long-term fiscal health of the school. Specific budget details are outlined in response three.

3. Budget expenditure projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential expenditures or include other categories as needed:
    - Total Personnel (for total number of staff)
    - Employee Benefits Total
    - Staff Development Total
    - Materials & Supplies
    - Office Supplies
    - Instructional Supplies
    - Classroom, Computer and Other Equipment
    - Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
    - Food/Cafeteria

    A Sample Budget Expenditure Worksheet is included at the end of this document. Complete a Budget Expenditure Worksheet for each year. Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year 1 may include 10 teachers, but the plan is to add 2 teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two (2) through Five (5).

Figure A: Illustrative Itemized Budget Spreadsheet

$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	602	855	1,000	1,023	1,042	757	5,279	provide details separately
Non-personnel Expenses	145	300	260	260	260	101	1,326	provide details separately
Staff development	24	55	65	65	65	24	298	provide details separately
Equip/Tech/Furniture	180	190	175	152	133	12	842	provide details separately
Admin Fee	50	-					50	provide details separately
Total Lab School Operating Costs	**1,000**	**1,400**	**1,500**	**1,500**	**1,500**	**894**	**7,794**	**[A]**
Annual Enrollment (# of pupils)		200	300	300	300	300	1,400	*based on experienced ramps*
Cost per pupil ($)		$7,000	$5,000	$5,000	$5,000	$2,980	$1,113	
Estimated Lab School Funding								
Planning Grant	200						200	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		1,400	1,500	1,500	1,500		5,900	per lab school application
Subtotal College Partnership Lab School Fund	**1,200**	**1,400**	**1,500**	**1,500**	**1,500**	**-**	**7,100**	
Outside Funding								
Local share						500	500	illustrative
Grant funding						50	50	illustrative, provide details
Philanthropic funding			-			50	50	illustrative, provide details
Higher education institution support						50	50	illustrative, provide details
Business & industry partner contributions						50	50	illustrative, provide details
Fundraising and development						50	50	illustrative, provide details
Subtotal Other Funding	**-**	**-**	**-**	**-**	**-**	**750**	**750**	
Total Funding	**1,200**	**1,400**	**1,500**	**1,500**	**1,500**	**750**	**7,850**	**[B]**
					Funding Sustainability?		**Yes**	Funding is greater than costs

Figure B: Annual Expenditure Sheet
Sample Budget Expenditure Worksheet

Personnel - Salaries	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all position & fully burdened compensation (example below)*									
Lab School ODU Coordinator	1			$22,000	$45,000	$45,000	$45,000	$45,000	$45,000
Academy Director	1		#VALUE!	$141,000	$147,000	$152,000	$155,000	$160,000	$165,000
TCEP CS Coordinator, Res & Eval	1			$22,000	$25,000	$26,000	$27,000	$28,000	$25,000
Research & Eval Co-Dir	1			$15,000	$15,000	$15,000	$15,000	$15,000	
PD & Curriculum Dev Specialist	1			$25,000	$25,000	$25,000	$28,000	$30,000	
Ed Specialist 1	1			$24,000	$25,000	$25,000	$28,000	$30,000	
Program Manager	1			$121,000	$125,000	$126,000	$128,000	$130,000	$132,000
CS Instructional Coach	3			$103,100	$210,000	$315,000	$325,000	$330,000	$340,000
Ed Specialist 2	1				$121,000	$125,000	$126,000	$128,000	
Teachers for Tomorrow	1				$6,000	$6,000	$6,000	$6,000	
Paraprofessional licensure cohort	1				$42,000	$25,000	$40,000	$40,000	
Consultants/participant support	-15				$80,000	$86,000	$100,000	$100,000	$50,000
Total Personnel Costs			**#VALUE!**	**$601,500**	**$855,000**	**$1,000,000**	**$1,023,000**	**$1,042,000**	**$737,000**
Non-Personnel	**Number**	**Rate**	**Run Rate Annual Cost**	**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
** List all additional services (examples below)*									
Materials & Supplies	200	$250 c		$35,000	$30,000	$30,000	$30,000	$30,000	$20,000
Reference Books				$5,000	$10,000	$10,000	$10,000	$10,000	$5,000
Copier				$5,000	$30,000	$30,000	$30,000	$30,000	$3,000
Social Media Costs				$5,000	$5,000	$5,000	$5,000	$5,000	$3,000
Educator Preparation Costs				$15,000	$50,000	$25,000	$25,000	$25,000	$5,000
Curriculum Development Costs				$80,000	$10,000	$50,000	$50,000	$50,000	$30,000
Field Trips/internships/site visits					$140,000	$80,000	$80,000	$80,000	$30,000
Research & Eval					$25,000	$30,000	$30,000	$30,000	$5,000
Total Non-Personnel Costs			**$0**	**$145,000**	**$300,000**	**$260,000**	**$260,000**	**$260,000**	**$101,000**
Staff Development	**Number**	**Rate**	**Run Rate Annual Cost**	**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
** List all staff development costs (examples below)*									
Staff development	4	$1,000 c		$6,000	$30,000	$40,000	$40,000	$40,000	$12,000
Travel	4	$500 c		$17,500	$25,000	$25,000	$25,000	$25,000	$12,000
Total Non-Personnel Costs			**$0**	**$23,500**	**$55,000**	**$65,000**	**$65,000**	**$65,000**	**$24,000**
Equip/Tech/Furniture	**Number**	**Rate**	**Run Rate Annual Cost**	**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
** List all staff development costs (examples below)*									
Classroom technology/capital assets				$40,000	$100,000	$75,000	$75,000	$60,000	$12,000
Facilities/renovations				$140,000	$90,000	$100,000	$77,000	$73,000	
IT support/licenses									
Total equipment/technology/furniture			**$0**	**$180,000**	**$190,000**	**$175,000**	**$152,000**	**$133,000**	**$12,000**
Administrative Fees	**Number**	**Rate**	**Run Rate Annual Cost**	**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
** List all costs (examples below)*									
University administrative fees			$50,000	$50,000					
Total admin fees			**$50,000**	**$50,000**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Operating Costs				**$1,000,000**	**$1,400,000**	**$1,500,000**	**$1,500,000**	**$1,500,000**	**$894,000**

4. Include substantiation of anticipated fundraising contributions, if applicable.

None at this time.

5. Provide a description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

A description of the insurance coverage provided by Chesapeake Public Schools can be found in this document.

ODU agrees to provide public liability insurance coverage against injuries to persons or property as a consequence of the installation and/or operation of the equipment provided by University, ODU, or contract company, vendors, etc. ODU shall procure and maintain general liability insurance naming Old Dominion University and the Commonwealth of Virginia as an Additional Insureds and Certificate Holder, with limits of not less than $1,000,000 for each person, $1,000,000 per occurrence for bodily injury and $100,000 for property damage for claims of bodily injury and/or death and property damage arising from or in connection with either party's activities and/or conduct of the event. ODU shall comply with and completely and satisfactorily fulfill all terms, conditions, and covenants set forth therein.

In addition, it is agreed that ODU shall maintain in effect a policy of Worker's Compensation Employment Insurance or self-insurance covering all of its employees, and/or volunteers, involved in the installation, operation, and/or maintenance. Should ODU self-insure, ODU agrees to be solely responsible for compliance with Commonwealth of Virginia Worker's Compensation requirements and any failure to comply will not relieve the from any legal liability to provide benefits due its employees and its statutory employees under the Virginia Workers' Compensation Act §65.2-100, as amended. Further, nothing contained herein constitutes a waiver of sovereign immunity of Old Dominion University and the Commonwealth of Virginia.

Should User's event/show include minors under the age of 18 as participants, User agrees to register the event on the University Minors on Campus website and follow the requirements of University Minors on Campus Policy as relates to Abuse and Molestation insurance coverage. User shall provide University with a Certificate of Insurance evidencing coverage at least two (2) weeks prior to the event date. However, if certificate is not received prior to the event/show, User
remains SOLELY responsible for coverage. University assumes no liability. Acceptance of all insurance and self-insurance will be subject to University Office of Risk Management review and approval.

CSLS is considered an extension of the ODU campus and as such the policy applies to CSLS.

6. Provide justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

ODU agrees to provide public liability insurance coverage against injuries to persons or property as a consequence of the installation and/or operation of the equipment provided by University, ODU, or contract company, vendors, etc. ODU shall procure and maintain general liability insurance naming Old Dominion University and the Commonwealth of Virginia as an Additional Insureds and Certificate Holder, with limits of not less than $1,000,000 for each person, $1,000,000 per occurrence for bodily injury and $100,000 for property damage for claims of bodily injury and/or death and property damage arising from or in connection with either party's activities and/or conduct of the event. ODU shall comply with and completely and satisfactorily fulfill all terms, conditions, and covenants set forth therein.

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7. Does the applicant have access to an existing facility suitable for a school with relevant local safety and health standards, such as fire, building, and sanitation available to students?

   Check one of the following: Yes X No ☐

If the answer is yes to the question above, provide the following information each location:

Full address: Oscar Smith Middle School, 2500 Rodgers Street, Chesapeake, Virginia 23324

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

The facility for the Computer Science Lab School will be located at Oscar Smith Middle School (OSM) in Chesapeake, Virginia. OSM is located in the South Norfolk area of the city. With just over 1,050 students, minority enrollment at OSM is 84%. Students at OSM fall into the bottom half of all schools in Virginia on SOL testing results. The school has over 97% free and reduced lunch-eligible students (VDOE, 2019-2020 data).

The "promise" of the Computer Science Lab School (CSLS) at Oscar Smith Middle School is to empower individuals with opportunities and experiences that will cultivate curiosity and cultural awareness about the world around them and their contributions to it. CSLS participants will be committed to achieving academic excellence by taking ownership of their learning and behavior to fulfill the attributes of a CSLS scholar, inquirer, and contributor.

Has the school obtained a valid Certificate of Occupancy for Education?
Yes

Description of the Overall Facility:
- Total square feet: 243,786
- Number of Classrooms:108
- Number of Restrooms: 10

Other Rooms:
- Cafeteria: 1
- Auditorium: 1
- Gymnasium: 1
- Training Room: 1

Computer Science Lab School:

Maker Space Labs: 3
Collaborative Classrooms: 3
Core Classrooms: 12
Elective Classrooms: 15
(Art, Band, Career Connections, Chorus, Computer Science, Family and Consumer
Science {2}, Orchestra, Physical Education {6}, and Technology Education)

Ownership: Fee Simple Lease

Describe the method of finding a facility if one is not readily available currently including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies.

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a description of the facility space including total square footage, number of classrooms, restrooms and oOther rRooms that will be dedicated to the college partnership laboratory school.

Provide a comprehensive facilities plan, including any backup or contingency plans. Facilitie
information must include:

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established
public institution of higher education, public higher education center, institute, or authority; c
eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program?
Yes

Describe a sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

(1) the provision of suitable instructional space.

Within the existing OSM school, CSLS will utilize a total of twelve core instructional classrooms, four classrooms on each floor of the three-story building. The four classrooms will be used for core (English, Math, Science, and Social Studies) instruction. A collaborative classroom and Maker Space lab will also be on each floor in close proximity of the core instructional classrooms. Additionally, fifteen classrooms on the first floor will be used for enhanced elective instruction. While the classrooms currently have tables and chairs, we do not deem them adequate for the learning approach we are designing.

We are working to re-imagine the spaces in order to achieve our intended innovative learning designs. This application provides a visual of the ways in which we anticipate redesigning the core classrooms. Further, we will leverage the upcoming installation of a GO TEC® (Great Opportunities for Technology and Engineering Careers) lab to support elective instruction.

(2) provisions for library services.

The building has a library onsite. This is a shared space for all students who attend the school

(3) provisions for the safe administration and storage of student records and medicatic

The Computer Science Lab School plans to follow Chesapeake Public Schools and all state policies regarding the storage and administration of records and medication. Policies may be adopted by the governing body as the Computer Science Lab School develops in accordance with state and federal law.

(4) information regarding compliance with building and fire codes and compliance wi the federal Americans with Disabilities Act.

Oscar Smith Middle School (OSM) was built according to Americans with Disabilities Act (A policies. It is located on the first floor with ramp access and handicap-accessible doors. The b managed by the Chesapeake Public Schools and the City of Chesapeake, which ensures annu

fire safety inspections. OSM follows all policies, fire prevention strategies, and safety practic adopted by the City.

(5) general information on emergency evacuation plans.

The school will follow the emergency evacuation plan as developed by the City of Chesapeak partnership with Chesapeake Public Schools.

(6) information regarding site location and preparation.

The Computer Science Lab School will be located within Oscar Smith Middle School, curren fully operational school building While there are tables, chairs, and instructional tools, the current furniture does not adequately meet the instructional needs of the Computer Science Lab School. Further, the technology will need to be updated to meet the learning design for th school. We are in the process of reviewing facility changes necessary to ensure the successful implementation of the CSLS curriculum and instructional program.

(7) the structure of operation and maintenance services; and

Chesapeake Public Schools manages the operational and maintenance services for the buildin ODU will work with Chesapeake Public Schools to establish an MOU to reflect the partial us Oscar Smith Middle School as the Computer Science Lab School.

(8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities, and whether debt will be incurred.

N/A

8. A description of whether transportation services will be provided. If transportation is to be provided, indicate whether the school will contract for transportation with the local education agency or another entity. Indicate whether transportation will be provided to all students attending the school.

Chesapeake Public Schools will provide transportation for Chesapeake Public Schools students to and from the CSLS. During Year one we will explore options for internship transportation.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that "[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.")

Chesapeake Public Schools provides students with transportation to and from their zoned high school and to select afterschool programs. This includes students enrolled in Lab School and other specialty programs, and students with disabilities. The school division has ADA accessible school buses to accommodate students' needs. To meet safety requirements, wheelchair bound students must have a WC-19 wheelchair, which is a wheelchair that has been designed and tested for use as a seat in motor vehicles.
Special needs transportation services are often subject to frequent transportation changes due to the number of students entering and exiting special needs programs throughout the school year. This is a dynamic process, and changes are made as quickly as possible while maintaining continuity of transportation service for all students involved.

10. A description of food service operations and all other significant operational or ancillary services to be provided, including any special provisions and responsible individuals administering free and reduced breakfast and/or lunch.

Food services are available for all students attending the CSLS through the existing cafeteria space.

VII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Include contact's name, title, email address, and phone number.

Dr. Karen Sanzo, Director, Institute for Design Thinking and Leadership Development, ksanzo@odu.edu, 757-683-6698

2. A draft notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

If the contract is terminated or revoked, a notification will be provided to families, teachers, and administrators within 72 hours. Families will be notified via email and mailed letter, and school personnel will be notified via email. A follow up email will be sent to families (see below) regarding alternative placement options.

3. A draft notification process to parents or guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

If the contract is terminated or revoked, the Lab School administration will contact surrounding area school divisions and other program service providers to identify alternative options for students. This process will take place within a two week time-period and subsequent notification for potential speciality opportunities will be sent to families via email.

4. A detailed plan for ensuring that student records are provided to the parent or guardian, or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (*See* § 22.1-289 of the *Code of Virginia*).

   Student records will be housed within the Chesapeake Public School division and therefore any students within Chesapeake Public Schools' records will remain within the division. Any records of students from outside of the division will be sent electronically to the transferring division.

5. A detailed placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

Employees will follow the existing termination/exiting policies and procedures in place at Chesapeake Public Schools. Staff suspension hearing procedures are covered by VA Code 22.1-315, including part time and temporary employees. Resignation of staff follow policy and procedures in the GCQC section of the CPS Policies & Procedures Manual:

If an employee finds it necessary to terminate employment at any time during the school year, notice of this request will be made in writing to the Department of Human Resources. Request for termination of contract should be forwarded at the earliest possible date and provide a minimum of two weeks' notice of termination of contract as well as the reason for termination. In addition to notifying the Department of Human Resources, the employee should also notify their immediate supervisor in writing.

The Superintendent or the Director of Human Resources will accept or decline resignations on behalf of the Board. Such accepted resignations will be reported to the Board at a regularly scheduled meeting.

No later than their last work day, resigning employees must return all School Board property in their possession relating to security (keys, locks, etc.), confidential (including grade books) and proprietary information, tools, technology support equipment (such as laptop computers) and other items of value or which require replacement. The replacement value of items not returned may be charged against the employee's remaining or final paycheck, in accordance with the law.

If an employee is absent from work and fails to properly contact the appropriate supervisor or other authorized management representative for three consecutive work days (unless a confirmed emergency prevents communication), the employee will be deemed to have resigned the employee's job, voiding the employment relationship. The resignation will be reported to the School Board.

Resigning employees will be provided an exit questionnaire.

Teachers and Licensed Administrators
In the event that the request for release is denied on the grounds of insufficient or unjustifiable cause, and the staff member breaches such contract, the license of said staff member may be revoked under rules and regulations prescribed by the State Board of Education.

Legal References: Board of Education Regulation 8 VAC 20.440-130\Uniform Hiring Process
Code of Virginia Section 22.1-304

Date of Adoption: July 18, 1973
Revised: September 19, 1979; June 17, 1981; June 1991; August 1992; March 23, 1994; July 1, 2002; June 20, 2023

6. A close-out process plan related to the college partnership laboratory school financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

Our anticipated close-out plan is below:

Financial Obligations and Audits:

If the contract is revoked or terminated, an immediate review of all fiscal commitments and obligations will occur. This review will include an assessment of all outstanding invoices and contracts, and other fiscal commitments. ODU will make every effort to lessen financial commitments where possible one notification of revocation or termination is provided. A timeline will be sent to address fulfilling the obligations and assure that contractual and legal requirements are met. All fiscal activities and transactions may be reviewed as a part of ODU's annual independent audit report.

Termination of Contracts and Leases:

We will identify all existing contracts and leases, following the termination process as per the terms outlined in each agreement. Notifications will be sent to all partners regarding the termination of the lab school and to adhere to notice periods in contracts. We will begin discussions regarding any fiscal settlements as may be required in contract documents. ODU may invoke termination procedures for in-process contracts and existing leases.

Sale and Disposition of Assets:
Fixed assets owned by CPS or owned by ODU will remain the property of the purchasing party and will remain subject to rules and regulations for tagging, tracking, and maintaining property in accordance with the laws of the Commonwealth and ODU policies.

Disposition of Records and Financial Accounts:
All student records will be managed and maintained by Chesapeake Public Schools. All personnel records for ODU employees working in the Lab School will be maintained by ODU and all personnel records for CPS working within the Lab School as affiliates or employees of the lab school will be retained within CPS. All such records will be maintained in accordance with each entity's policies and procedures for record retention. We will establish a procedure for closing out any relevant fiscal accounts and ensure all outstanding transactions are resolved and accounts are appropriately closed and reconciled. All fiscal records will be maintained by ODU in accordance with current policies and procedures for record retention.

Timeline and Reporting:
The close-out plan will be completed no later than one fiscal year after the lab school closure. All parties will comply with legal and fiscal obligations.

VIII. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

As a federal law, FERPA protects the privacy of student records and applies to all institutions receiving funds from the US Department of Education. Old Dominion University receives such funds and complies with FERPA regarding the privacy of student records and controls the release of those records. The lab school will follow CPS policies and procedures regarding retention schedules.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

CSLS will be fully compliant with the Virginia Freedom of Information Act. More information on the FOIA policies and compliance is available on ODU's FOIA page.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational. (*See* §8VAC20-131 of the *Code of Virginia*.)

None at this time.

4. detailed description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (*See* § 22.1-349.3 G of the *Code of Virginia*.)

Both the applicant and the CPS are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 et seq. As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

5. A detailed description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 22.1-349.3 B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section 22.1-349.4 of the *Code of Virginia* states that "[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school."

Not applicable.

6. A detailed description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (*See* § 2.2-3114 of the *Code of Virginia*.)

Both the applicant and the CPS are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 et seq. As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

Both the applicant and the CPS are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 *et seq*. As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

Part C: Assurances

Assurances in the *Code of Virginia*: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § 22.1-349.3 of the *Code of Virginia*.

2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.

3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine months prior to the opening date of the college partnership laboratory school.

5. The school leadership of the college partnership laboratory school will be retained on contract no later than six months prior to the opening date of the school.

6. An assurance that the applicant will meet the condition in § 22.1-349.9 of the *Code of Virginia*, which state that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board."

7. All initial requests for waivers from the Board will be made no later than six months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)

8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board no later than nine months prior to the opening date of the college partnership laboratory school.

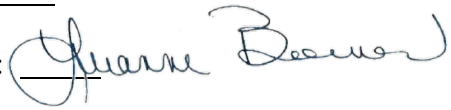
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six months prior to the opening date of the school.

3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)

4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Luanne Bowman Title: Associate VP for Academic Affairs

Signature of Authorized Official:  Date: 4/8/24

Appendix A

CERTIFICATE OF COVERAGE

Rev. 07/07/05

Producer:
VIRGINIA RISK SHARING ASSOCIATION
P.O. Box 3239, Glen Allen, VA 23058
1-800-963-6800 (Phone); 1-804-968-4662 (Fax)
www.vrsa.us

This Certificate is issued as a matter of information only and confers no rights upon the Certificate Holder. This Certificate does not amend, extend or alter the Membership Agreement afforded by the policies below, nor guarantees the solvency of Virginia Risk Sharing Association.

COMPANIES AFFORDING COVERAGE

Virginia Risk Sharing Association

Named Insured:
Chesapeake City Schools
312 Cedar Road
Chesapeake, Virginia 23322

COVERAGES

This is to certify that the coverage listed below has been issued to the Member named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this Certificate may be issued or may pertain, the coverage afforded by the policies described herein is subject to all the terms, exclusions and conditions of the Member Agreement and the policy forms. Limits shown may have been reduced by paid claims.

Type of Coverage	Policy Number	Effective Date	Expiration Date	Limits	
General Liability	P-2023-2024-VRSAP-0002-1	7/1/2023	7/1/2024	Each Occurrence	$1,000,000
Damage to Premises Rented to You				Any One Fire	$1,000,000
Medical Payments				Any One Person	$10,000
Excess Liability	P-2023-2024-VRSAP-0002-1	7/1/2023	7/1/2024	Each Occurrence.	$15,000,000
Automobile Liability	P-2023-2024-VRSAP-0002-1	7/1/2023	7/1/2024	Combined Single Limit $1,000,000	
Any Auto					
Auto Physical Damage	P-2023-2024-VRSAP-0002-1	7/1/2023	7/1/2024	Symbol	2, 8
Collision				Deductible	$1,000
Comprehensive				Deductible	$500

Description of Operations/Locations/Vehicles/Special Items
Evidence of coverage as respects insurance

CERTIFICATE HOLDER

Chesapeake Public Schools
312 Cedar Rd
Chesapeake, Virginia

CANCELLATION: Should the above described Member Agreement be cancelled before the expiration date thereof, the Virginia Risk Sharing Association will endeavor to mail written notice within 30 days to the Certificate Holder named to the left, but failure to mail such notice shall impose no obligation of any kind upon the Virginia Risk Sharing Association, its agents or representatives.

By: Crystal B. Griffin
Crystal Griffin Date: June 5, 2023

APPENDIX SECTION

Student Policy Handbook

Laboratory School Teacher/Staff Name, Position/Course of Study(s), Teacher License Number

INSPIRE•ENGAGE•EMPOWER
Chesapeake PUBLIC SCHOOLS

Office of the Superintendent
School Administration Building
312 Cedar Road
Chesapeake, Virginia 23322
(757) 547-0165

January 29, 2024

Dear College Partnership Laboratory School Committee,

Chesapeake Public Schools is pleased to submit this letter of support for the Old Dominion University and Chesapeake Public Schools Laboratory School Grant Proposal. The Laboratory School, tentatively named the Computer Science Lab School, will be part of the planned statewide hub network of computer science lab schools. The purpose of the statewide hub network is to provide connections between regional school districts as they expand their efforts to develop the future computer science technology talent pipeline in the Commonwealth of Virginia.

The Computer Science Lab School (CSLS) will be located at Oscar Smith Middle School (OSM) in Chesapeake, Virginia. OSM is in the South Norfolk area of the city. With just over 1,000 students, minority enrollment at OSM is 84%. Students at OSM fall into the bottom half of all schools in Virginia on SOL testing results. The school has over 97% free and reduced lunch-eligible students.

Students attending CSLS will be empowered with opportunities and experiences that will cultivate curiosity and cultural awareness about the world around them and their contributions to it. CSLS students will be committed to achieving academic excellence by taking ownership of their learning and behavior to fulfill the attributes of a CSLS scholar, inquirer, and contributor. A cohort of approximately 200 students in grades 6 and 8 will begin in August 2025 at Oscar Smith Middle. Program expansion for an additional 100 students in grade 7 will occur in August of 2026, creating approximately 300 Lab School students.

Chesapeake Public Schools' commitment to the Lab School includes providing the facility, salaries/ benefits of the teachers who will teach the core and elective courses, and transportation for OSM-zoned students. We support this important initiative and look forward to continuing the collaboration with Old Dominion University to implement a lab school that will enhance the learning of a well-deserved group of students.

Sincerely,

Dr. Jared A. Cotton,
Chesapeake Public Schools Superintendent

Angela B. Swygert,
Chesapeake Public Schools Board Chairman

HAMPTON ROADS CHAMBER | Means Business

101 West Main Street
Suite 800
Norfolk, VA 23510
757.622.2312
HamptonRoadsChamber.com

January 5, 2024

Superintendent Dr. Lisa Coons
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

Dear Superintendent Coons,

The Hampton Roads Chamber is supportive of the partnership between Chesapeake Public Schools and Old Dominion University to develop a lab school at Oscar Smith Middle School in Chesapeake.

This lab school would focus on early academic preparation to bring underrepresented students into the technology talent pipeline within our region and beyond.

The approach will include project-based learning activities and other experiential learning practices that will promote the development of skills needed to be competitive in the workforce of the future. These skills include: computational thinking, problem-solving, and critical thinking, all of which are important to aiding the student in being successful in the fields of computer science.

As the leader for the business community in Hampton Roads, we find this type of approach to teaching students to be advantageous to preparing them for jobs in the growing technology sector as well as industries that provide support to manufactures, engineers, and energy companies.

If you have any questions or need additional information, please contact me at bkstephens@hrchamber.com or 757.664.2535.

Sincerely,

Bryan Stephens,
President and CEO Hampton Roads Chamber

HAMPTONROADS
WORKFORCECOUNCIL
ONE REGION. ONE WORKFORCE. ONE ECONOMY.

December 14, 2023

Virginia Department of Education
James Monroe Building
101 N 14th Street
Richmond, VA 23219

RE: Letter of support for Chesapeake Public Schools' Laboratory School proposal

To Whom It May Concern:

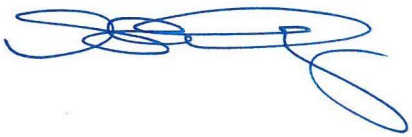
On behalf of the Hampton Roads Workforce Council, I am pleased to offer my support for Chesapeake Public Schools' Laboratory Schools proposal to the Virginia Department of Education. This partnership between Chesapeake Public Schools and Old Dominion University will develop the Lab School for students at Oscar Smith Middle School in Chesapeake, focusing on early academic preparation to bring underrepresented students into the technology talent pipeline within our region and beyond. This initiative will include experiential learning opportunities that promote the development of computational thinking, problem-solving, critical thinking abilities, and other skills required for success in computer science coursework.

The Hampton Roads Workforce Council is Southeastern Virginia's dedicated workforce development board, supporting equitable workforce development initiatives across the 15 cities and counties of Hampton Roads, Virginia. We are committed to increasing access to opportunity for youth and adult jobseekers, helping to meet the growing demand for talent in our region's critical industry clusters, including information technology, maritime, healthcare, and advanced manufacturing.

We look forward to assisting Chesapeake Public Schools with the development and implementation of their Lab School by supporting curriculum development, providing internship opportunities for youth, and coordinating industry guest speakers or mentors to help educate and inspire youth participants.

We are eager to see the positive impacts that this project will have upon young learners in Chesapeake and in the broader Hampton Roads community. Thank you for your consideration of this proposal and for everything that the Virginia Department of Education does to support equitable learning opportunities across the state.

Sincerely,



Shawn Avery
President and CEO
Hampton Roads Workforce Council

December 21, 2023

Shonda Pittman-Windham, Ed.D.
Director of College and Career Readiness
Chesapeake Public Schools, Division of Teaching and Learning
932 Professional Place
Chesapeake, Virginia 23320

RE: City of Chesapeake Support for Partnership with Old Dominion University for The Lab School at Oscar Smith Middle School

Dear Dr. Pittman-Windham:

It is with great pleasure that we support the efforts of Chesapeake Public Schools (CPS), in partnership with Old Dominion University, to develop the Lab School for 6th - 8th grade students. The exciting initiative of The Lab School at Oscar Smith Middle School will focus on early academic preparation to bring underrepresented students into the technology talent pipeline within our region and beyond. You and the CPS leadership team have shared that the approach will include project-based learning activities and other experiential learning practices that will promote the development of computational thinking, problem-solving, critical thinking abilities, and other skills required for success in computer science coursework. While the school within a school concept will be modeled for select students; the emphasis will be placed on enhancing our middle school elective courses with enriched learning experiences for all students.

As the collective team moves forward in submitting Chesapeake's proposal to the Virginia Department of Education, the City of Chesapeake organization, business community and other partnering organizations look forward to working with you and your organization to implement our Lab School. Specifically, opportunities to collaborate include curriculum development insights, potential internship partnerships, guest speakers and mentors, or other opportunities to ensure the inclusion of your organization's knowledge and expertise in planning and development. As a member of Chesapeake Public Schools Career and Technical Education Advisory Committee, this Lab School opportunity is a key building block toward readying our future workforce while inspiring students' confidence in their career aspirations.

Respectfully,

Brian S. Solis, AICP
Deputy City Manager for Community Development

HAMPTON ROADS EXECUTIVE ROUNDTABLE

GO VIRGINIA REGION 5 — VIRGINIA INITIATIVE FOR GROWTH & OPPORTUNITY IN EACH REGION

January 2, 2024

Shonda Pittman-Windham, Ed.D.

Director of College and Career Readiness, Chesapeake Public Schools

932 Professional Place

Chesapeake, VA 23220

SUBJ : Letter of Support: Lab School Proposal to the Virginia Department of Education – Oscar Smith Middle School, Chesapeake, VA

Dear Dr. Pittman-Windham:

I'm writing to convey strong support from the Hampton Roads Executive Roundtable (Roundtable) for your innovative Lab School at Oscar Smith Middle School application with Old Dominion University to the Virginia Department of Education. Your focus on 6th-8th grade students for early academic preparation to bring underrepresented students into the technology talent pipeline is critically needed here in the Hampton Roads region and beyond.

We have seen the success of this project-based and experiential learning approach as key to engaging students while developing their computational, problem-solving, and critical thinking skills so needed in the computer science and technology fields. Early exposure to these fields is important to build the interest, skills, and curiosity of our young and underrepresented students to careers ahead in the business and public sectors.

The Roundtable's mission is to improve the trajectory of the Hampton Roads regional economy - and a vibrant talent pathway starting in middle school is critical to our ability to be competitive in the 21st century. The Roundtable looks forward to collaborating with you ahead to implement the Lab School. We can do so via engagement with the business community here in the region, potential internships, guest speakers and mentors, and other opportunities as they develop.

We wish you success in your application, and please include our Letter of Support in your submission.

Sincerely,

Nancy L. Grden

President & CEO

MI TECHNICAL SOLUTIONS

Bremerton WA | Chesapeake VA | Jacksonville FL | San Diego CA

860 Greenbrier Circle, Suite 308
Chesapeake, VA 23320
757-410-0435

December 13, 2023

Virginia Department of Education
101 N 14th St
Richmond, VA 23219

To Whom It May Concern,

MI Technical Solutions, Inc. (MITS) is always interested in collaborative opportunities between industry and academia on how to leverage innovative technology. To that end, we look forward to future teaming opportunities with the Lab School at Oscar Smith Middle School. The technology talent pipeline within our region and beyond is becoming increasingly important to the defense industry and the United States as a whole. Opportunities to expose young people to computer science and its expanding importance to our economy and the national defense are increasingly important for our society and our youth.

MITS currently teams with local Hampton Roads high schools to introduce new technology to high school students with the idea of stimulating interest in the Science, Technology, Engineering, and Math (STEM) careers as well as providing insight into the types of jobs associated within these fields. We look forward to teaming with the Lab School at Oscar Smith Middle School and encourage future collaborative engagements.

Sincerely,

Michael L Ihrig
CEO
On behalf of MI Technical Solutions, Inc.

Brian O. Hemphill, Ph.D.
President
Old Dominion University

Dear Dr. Hemphill:

Amazon is pleased to provide this letter of support for Old Dominion University's project proposal under the University Lab School Planning Grant initiative in partnership with Chesapeake Public Schools.

At Amazon, we're proud to call Virginia home and we're committed to making a positive impact in the communities where more than 36,000 of our employees and their families live and work, including the Hampton Roads area. We know we can make the biggest difference by working side by side with community and educational partners while establishing programs that have a lasting, positive impact.

Amazon is dedicated to increasing access to computer science education. We are thankful to Old Dominion University and Chesapeake Public Schools for advancing the Lab School at Oscar Smith Middle School. We look forward to this important collaboration to help kids have the resources and skills they need to build their best future.

Respectfully,

Lindsay A.B. Winter

Lindsay A.B. Winter
Head of Virginia Pubic Policy
Amazon

VIRGINIA SHIP REPAIR ASSOCIATION

January 5, 2024

Old Dominion University
5115 Hampton Blvd
Norfolk, VA 23529

Re: Chesapeake Public Schools (CPS) Laboratory School proposal to the Virginia Department of Education

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an endorsement of Virginia Ship Repair Associations full support for the proposed Computer Science Academy (CSA) Laboratory School. CSA is a partnership between Old Dominion University (ODU) and Chesapeake Public Schools (CPS) to develop the Laboratory School for 6th - 8th grade students.

The CSA Laboratory School at Oscar Smith Middle School in Chesapeake will focus on early academic preparation to bring underrepresented students into the technology talent pipeline within our region and beyond. The approach will include project-based learning activities and other experiential learning practices that will promote the development of computational thinking, problem-solving, critical thinking abilities, and other skills required for success in the maritime industry. The school within a school concept will be modeled for select students; however, emphasis will be placed on enhancing our middle school elective courses with enriched learning experiences for all students.

ODU is a globally recognized R1 university that specializes in education, research, and collaboration. CPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and CPS working in partnership on this innovative educational program position this proposed laboratory school for success.

The Virginia Ship Repair Association (VSRA) is a regional industry association whose over 320 member companies have a combined impact in the Hampton Roads area of more than 79,000 jobs, $10.9 billion in economic impact, and $6.2 billion in employee earnings and benefits. As one of our primary missions, VSRA works to identify workforce gaps and assist our Member Companies with establishing pipelines of skilled workers to meet those needs. The proposed computer Science Academy will lead the way in building an inclusive talent pipeline while supporting the critical labor needs of our industry's national security mission.

The Virginia Ship Repair Association fully supports this CSA Laboratory School proposal, which will help prepare maritime professionals and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Bill Crow

Bill Crow, President
Virginia Ship Repair Association

virginiashiprepair.org
info@virginiashiprepair.org
757-233-7034
101 W Main St, Ste 5500 Norfolk, VA 23510, USA

OLD DOMINION UNIVERSITY

February 13, 2024

Dear College Partnership Laboratory School Committee,

Old Dominion University is pleased to submit this letter of support for our Old Dominion University and Chesapeake Public Schools Laboratory School Grant Proposal. The Laboratory School, tentatively named the Computer Science Lab School, will be part of the planned statewide hub network of computer science lab schools. The purpose of the statewide hub network is to provide connections between regional school districts as they expand their efforts to develop the future computer science technology talent pipeline in the Commonwealth of Virginia.

The Computer Science Lab School (CSLS) will be located at Oscar Smith Middle School (OSM) in Chesapeake, Virginia. OSM is in the South Norfolk area of the city. With just over 1,000 students, minority enrollment at OSM is 84%. Students at OSM fall into the bottom half of all schools in Virginia on SOL testing results. The school has over 97% free and reduced lunch-eligible students.

Students attending CSLS will be empowered with opportunities and experiences that will cultivate curiosity and cultural awareness about the world around them and their contributions to it. CSLS students will be committed to achieving academic excellence by taking ownership of their learning and behavior to fulfill the attributes of a CSLS scholar, inquirer, and contributor. A cohort of approximately 200 students in grades 6 and 8 will begin in August 2025 at Oscar Smith Middle. Program expansion for an additional 100 students in grade 7 will occur in August of 2026, creating approximately 300 Lab School students.

We support this important initiative and look forward to continuing the collaboration with Chesapeake Public Schools to implement a lab school that will enhance the learning of a well-deserved group of students.

Sincerely,

Augustine O. Agho, Ph.D.
Provost & Vice President for Academic Affairs
Old Dominion University

Office of the Provost and Vice President for Academic Affairs
2004 Koch Hall, Norfolk, VA 23529 • Phone: 757-683-3079 • Fax: 757-683-6888 • odu.edu/acadaffairs

OLD DOMINION
UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

April 16, 2024

Dear Committee,

I am pleased to submit this letter of support for the Computer Science Lab School developed through a partnership between Old Dominion University and Chesapeake Public Schools. Ongoing discussions with computer science educators and professionals from across the Commonwealth have helped to shape our plans for the proposed school. We are especially excited about continuing to work with the other computer science educators to facilitate the development of a statewide hub network committed to expanding the tech talent pipeline through the development and implementation of innovative educational programming in K-12.

Our proposed lab school will focus on students in grades 6 through 8. It is commonly reported that students aren't prepared for computing majors when they enter college. The best way to address such a criticism is to offer strategic programming for students before they even get to high school. Doing so ensures that students have the foundational skills they need to success in future computer careers. Using a design thinking framework, the skills that students gain from the Computer Science Lab School will allow students to select from a broader set of future majors and careers.

Old Dominion supports this Computer Science Lab School proposal, which will help prepare future computer science professionals, and enhance the education, workforce, and future leadership development of Hampton Roads region. We are committed to the success of the school and, more importantly, students who enroll in the school.

Sincerely,

Brian K. Payne, PhD
Vice Provost for Academic Affairs

Figure A: Illustrative Itemized Budget Spreadsheet

$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	602	855	2,286	2,777	2,796	2,511	11,827	provide details separately
Non-personnel Expenses	145	389	696	869	869	710	3,678	provide details separately
Staff development	24	55	65	65	65	24	298	provide details separately
Equip/Tech/Furniture	180	190	175	152	133	12	842	provide details separately
Admin Fee	50	-					50	provide details separately
Total Lab School Operating Costs	**1,000**	**1,489**	**3,222**	**3,863**	**3,863**	**3,257**	**16,694**	**[A]**
Annual Enrollment (# of pupils)		200	300	300	300	300	1,400	*based on experienced ramps*
Cost per pupil ($)		$7,445	$10,740	$12,877	$12,877	$10,857	$2,385	
Estimated Lab School Funding								
Planning Grant	200						200	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		**1,400**	**1,500**	**1,500**	**1,500**		5,900	per lab school application
Subtotal College Partnership Lab School Fund	**1,200**	**1,400**	**1,500**	**1,500**	**1,500**	**-**	**7,100**	
Outside Funding								
Local share			1,634	2,275	2,275	2,275	8,459	illustrative
Grant funding			50	50	50	50	200	illustrative, provide details
Philanthropic funding			75	75	75	75	300	illustrative, provide details
Higher education institution support		89	89	89	89	89	445	illustrative, provide details
Business & industry partner contributions			50	50	50	50	200	illustrative, provide details
Fundraising and development			50	50	50	50	200	illustrative, provide details
Subtotal Other Funding	**-**	**89**	**1,948**	**2,589**	**2,589**	**2,589**	**9,804**	
Total Funding	**1,200**	**1,489**	**3,448**	**4,089**	**4,089**	**2,589**	**16,904**	**[B]**
					Funding Sustainability?		**Yes**	Funding is greater than costs

Figure B: Annual Expenditure Sheet
Sample Budget Expenditure Worksheet

Personnel - Salaries	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all position & fully burdened compensation (example below)*									
Lab School ODU Coordinator	1		#VALUE!	$22,000	$45,000	$45,000	$45,000	$45,000	$45,000
Academy Director	1			$141,000	$147,000	$152,000	$155,000	$160,000	$165,000
Teacher Salaries						$1,286,758	$1,754,670	$1,754,670	$1,754,670
TCEP CS Coordinator, Res & Eval	1			$22,000	$25,000	$26,000	$27,000	$28,000	$25,000
Research & Eval Co-Dir	1			$15,000	$15,000	$15,000	$15,000	$15,000	
PD & Curriculum Dev Specialist	1			$25,000	$25,000	$25,000	$28,000	$30,000	
Ed Specialist 1	1			$24,000	$25,000	$25,000	$28,000	$30,000	
Program Manager	1			$121,000	$125,000	$126,000	$128,000	$130,000	$132,000
CS Instructional Coach	3			$103,100	$210,000	$315,000	$325,000	$330,000	$340,000
Ed Specialist 2	1				$121,000	$125,000	$126,000	$128,000	
Teachers for Tomorrow	1			$6,400	$6,000	$6,000	$6,000	$6,000	
Paraprofessional licensure cohort	1			$42,000	$25,000	$40,000	$40,000	$40,000	
Consultants/participant support	~15			$80,000	$86,000	$100,000	$100,000	$100,000	$50,000
Total Personnel Costs			**#VALUE!**	**$601,500**	**$855,000**	**$2,286,758**	**$2,777,670**	**$2,796,670**	**$2,511,670**

Non-Personnel	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all additional services (examples below)*									
Materials & Supplies	200	$250	c	$35,000	$30,000	$30,000	$30,000	$30,000	$20,000
Meals						$252,000	$378,000	$378,000	$378,000
Transportation						$94,884	$142,326	$142,326	$142,326
Reference Books				$5,000	$10,000	$10,000	$10,000	$10,000	$5,000
Copier				$5,000	$30,000	$30,000	$30,000	$30,000	$3,000
Social Media Costs				$5,000	$5,000	$5,000	$5,000	$5,000	$3,000
Educator Preparation Costs				$15,000	$139,499	$114,499	$114,499	$114,499	$94,499
Curriculum Development Costs				$80,000	$10,000	$50,000	$50,000	$50,000	$30,000
Field Trips/internships/site visits					$140,000	$80,000	$80,000	$80,000	$30,000
Research & Eval					$25,000	$30,000	$30,000	$30,000	$5,000
Total Non-Personnel Costs			**$0**	**$145,000**	**$389,499**	**$696,383**	**$869,825**	**$869,825**	**$710,825**

Staff Development	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all staff development costs (examples below)*									
Staff development	4	$1,000	c	$6,000	$30,000	$40,000	$40,000	$40,000	$12,000
Travel	4	$500	c	$17,500	$25,000	$25,000	$25,000	$25,000	$12,000
Total Non-Personnel Costs			**$0**	**$23,500**	**$55,000**	**$65,000**	**$65,000**	**$65,000**	**$24,000**

Equip/Tech/Furniture	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all staff development costs (examples below)*									
Classroom technology/capital assets				$40,000	$100,000	$75,000	$75,000	$60,000	$12,000
Facilities/renovations				$140,000	$90,000	$100,000	$77,000	$73,000	
IT support/licenses									
Total equipment/technology/furniture			**$0**	**$180,000**	**$190,000**	**$175,000**	**$152,000**	**$133,000**	**$12,000**

Administrative Fees	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all costs (examples below)*									
University administrative fees				$50,000					
Total admin fees				**$50,000**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Operating Costs				**$1,000,000**	**$1,489,499**	**$3,223,141**	**$3,864,495**	**$3,864,495**	**$3,258,495**